

New Mexico Standards Based Assessment (NMSBA)
Technical Report: 2006 Spring Administration

Psychometric and Research Services
Harcourt Assessment, Inc.
San Antonio, TX

Forward

The 2006 New Mexico Standard Based Assessment (NMSBA) Technical Report provides summaries and documentation of the development, scoring, and psychometric activities for Mathematics, Reading, and Science in 2006 Spring Administration.

This report was prepared by Dr. Gerald W. Griph, Senior Psychometrician. Ms. Holly Zhang, Senior Statistical Analyst provided invaluable assistance with the statistical analyses.

Table of Contents

1. Introduction	12
2. Test Development	13
2.1 Test Design	14
2.2 Item Development.....	16
2.3 Field Test and Item Analysis	18
2.4 Data Review and Item Selection for Operational Use	22
3. Scoring Procedures.....	25
3.1 Processing for Student Documents	25
3.2 Scoring Constructed Response Items.....	28
4. Calibration, Scaling, and Equating Procedures	34
4.1 Introduction.....	34
4.2 IRT Calibration Model and Equating	34
4.2 Developing the Vertical Scale	39
4.3 Final Reporting Scale Results.....	40
5. Standard Setting	43
5.1 Standard Setting Procedures	43
5.2 Smoothing procedures and Final Results.....	45
6. Reliability	51
6.1 Coefficient Alpha and CTT SEM	51
6.2 IRT Conditional SEMs	54
6.3 Decision Consistency and Accuracy.....	54
6.4 Interrater Reliability	60
7. Validity.....	64
7.1 Internal Structure Evidence.....	64
7.2 External Validity Evidence	74
References	76
Appendix A. Item Number and Score Points for Standards and Benchmarks	78
Appendix B. Raw Score, Scale Score, and IRT SEM.....	88
Appendix C. Raw Score and Scale Score Frequency Tables	160
Appendix D. Performance Level Percentages by Subgroups.....	229
Appendix E. Interrater Reliability (Agreement).....	254
Appendix F. Item statistics and IRT Item Location Parameter (Rasch Difficulty) Estimates with Item Fit Measures.....	268

List of Figures & Tables

Figure 2.1 Schematic of the 2006 NMSBA	13
Figure 2.2 Overview of test development process	14
Table 2.1-1 Summary of Number of items and Points for NMSBA English Test	15
Table 2.1-2 Summary of Number of Items and Points for NMSBA Spanish Test	16
Table 2.3-1 $2 \times T$ Contingency Table at the k^{th} level	20
Table 2.3-3 DIF Classification for MC Items	22
Table 4.2-1 Criteria to Evaluate Mean-Square Fit Statistics	36
Table 4.1-2 Average and Standard Deviation of Item Fit Statistics	37
Table 4.1-3 Item Fit Classification Frequencies for NMSBA English Test	38
Table 4.1-4 Item Fit Classification Frequencies for NMSBA Spanish Test	39
Table 4.3-1 Scale Score Summary for NMSBA English Test (Non-BIA Schools)	40
Table 4.3-2 Scale Score Summary for NMSBA Spanish Test	41
Table 4.3-3 Scale Score Summary for NMSBA English Test (BIA Schools)	42
Figure 5.1-1. Performance Levels and Cut Scores	43
Table 5.2-1 Performance Level Scale Score Intervals for NMSBA English Test	45
Table 5.2-2 Performance Level Scale Score Intervals for NMSBA Spanish Test	46
Table 5.2-3 Percentages at Each Performance Level (NMSBA English Test, non-BIA schools)	47
Table 5.2-4 Percentages at Each Performance Level (NMSBA English Test, BIA schools)	48
Table 5.2-5 Percentages at Each Performance Levels (NMSBA Spanish Test, All schools [no non-BIA schools])	49
Table 6.1-1 Coefficient Alpha, CTT Standard Error of Measurement, and Raw Score Summary for NMSBA English Test (Non-BIA Schools)	52
Figure 6.3-1. Classification Accuracy	56
Figure 6.3-2. Classification Consistency	56
Table 6.3-1 Classification Accuracy for NMSBA English Test (Percentage)	57

Table 6.3-2 Classification Consistency for NMSBA English Test (Percentage)	58
Table 6.3-3 Classification Accuracy for NMSBA Spanish Test (Percentage).....	59
Table 6.3-4 Classification Consistency for NMSBA Spanish Test (Percentage)	60
Figure 6.4-1 Interrater Agreement Indices for an Open-Ended Item.....	61
Table 6.4-1 Summary of Interrater Reliabilities for NMSBA English Test	62
Table 7.1-1 Eigenvalues for First and Second Principle Components and Ratio.	66
Table 7.1-2 Summary of the item-total correlations	67
Table 7.1-3 Reporting Category Correlations for English Mathematics.....	68
Table 7.1-4 Reporting Category Correlations for English Reading.....	69
Table 7.1-5 Reporting Category Correlations for English Science	70
Table 7.1-6 Reporting Category Correlations for Spanish Mathematics	71
Table 7.1-7 Reporting Category Correlations for Spanish Reading	72
Table 7.1-8 Reporting Category Correlations for Spanish Science.....	73
Table 7.2-1 Correlations Among the Content Areas.....	75
Table A.1.1 English Mathematics Items & Points by Standard/Benchmark (Grades 3-5)	78
Table A.1.2 English Mathematics Items & Points by Standard/Benchmark (Grades 6-8)	79
Table A.1.3 English Mathematics Items & Points by Standard/Benchmark (Grade 9).....	80
Table A.2.1 English Reading Items & Points by Standard/Benchmark (Grades 3-6).....	80
Table A.2.2 English Reading Items & Points by Standard/Benchmark (Grades 7-9)	81
Table A.3.1 English Science Items & Points by Standard/Benchmark (Grades 3-6)	81
Table A.3.2 English Science Items & Points by Standard/Benchmark (Grades 7-9).....	82
Table A.4.1 Spanish Mathematics Items & Points by Standard/Benchmark (Grades 3-5)....	83
Table A.4.2 Spanish Mathematics Items & Points by Standard/Benchmark (Grades 6-8)...	84
Table A.4.3 Spanish Mathematics Items & Points by Standard/Benchmark (Grade 9)	85
Table A.5.1 Spanish Reading Items & Points by Standard/Benchmark (Grades 3-6)	85
Table A.5.2 Spanish Reading Items & Points by Standard/Benchmark (Grades 7-9)	86

Table A.6.1 Spanish Science Items & Points by Standard/Benchmark (Grades 3-6)	86
Table A.6.2 Spanish Science Items & Points by Standard/Benchmark (Grades 7-9).....	87
Table B.1 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 3 Math) ...	88
Table B.2 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 4 Math) ..	89
Table B.3 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 5 Math)...	91
Table B.4 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 6 Math) ..	93
Table B.5 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 7 Math)...	95
Table B.6 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 8 Math) ..	97
Table B.7 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 9 Math)...	99
Table B.8 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 3 Reading)	101
Table B.9 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 4 Reading)	103
Table B.10 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 5 Reading)	105
Table B.11 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 6 Reading)	106
Table B.12 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 7 Reading)	108
Table B.13 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 8 Reading)	109
Table B.14 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 9 Reading)	111
Table B.15 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 3 Science)	113
Table B.16 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 4 Science)	114
Table B.17 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 5 Science)	116
Table B.18 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 6 Science)	117
Table B.19 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 7 Science)	119
Table B.20 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 8 Science)	120
Table B.21 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 9 Science)	122
Table B.22 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 3 Math)	124
Table B.23 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 4 Math)	125
Table B.24 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 5 Math)	127

Table B.25 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 6 Math)	129
Table B.26 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 7 Math)	131
Table B.27 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 8 Math)	133
Table B.28 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 9 Math)	135
Table B.29 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 3 Reading)	137
Table B.30 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 4 Reading)	139
Table B.31 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 5 Reading)	141
Table B.32 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 6 Reading)	142
Table B.33 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 7 Reading)	144
Table B.34 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 8 Reading)	146
Table B.35 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 9 Reading)	147
Table B.36 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 3 Science)	149
Table B.37 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 4 Science)	151
Table B.38 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 5 Science)	152
Table B.39 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 6 Science)	154
Table B.40 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 7 Science)	155
Table B.41 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 8 Science)	156
Table B.42 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 9 Science)	158
Table C.1 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 3 Math).....	160
Table C.2 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 4 Math)....	161
Table C.3 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 5 Math)....	163

Table C.4 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 6 Math)....	165
Table C.5 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 7 Math)....	167
Table C.6 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 8 Math)....	169
Table C.7 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 9 Math)....	171
Table C.8 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 3 Reading)	173
Table C.9 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 4 Reading)	174
Table C.10 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 5 Reading)	176
Table C.11 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 6 Reading)	177
Table C.12 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 7 Reading)	179
Table C.13 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 8 Reading)	181
Table C.14 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 9 Reading)	182
Table C.15 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 3 Science)	184
Table C.16 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 4 Science)	185
Table C.17 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 5 Science)	187
Table C.18 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 6 Science)	188
Table C.19 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 7 Science)	189
Table C.20 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 8 Science)	191
Table C.21 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 9 Science)	192
Table C.22 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 3 Math) .	194
Table C.23 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 4 Math) .	196
Table C.24 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 5 Math) .	197
Table C.25 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 6 Math) .	199
Table C.26 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 7 Math) .	201
Table C.27 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 8 Math) .	203
Table C.28 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 9 Math) .	205
Table C.29 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 3 Reading)	207

Table C.30 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 4 Reading)	209
Table C.31 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 5 Reading)	210
Table C.32 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 6 Reading)	212
Table C.33 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 7 Reading)	213
Table C.34 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 8 Reading)	215
Table C.35 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 9 Reading)	217
Table C.36 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 3 Science)	218
Table C.37 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 4 Science)	220
Table C.38 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 5 Science)	221
Table C.39 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 6 Science)	223
Table C.40 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 7 Science)	224
Table C.41 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 8 Science)	225
Table C.42 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 9 Science)	227
Table D.1 Performance Level Classification Percentages for Selected Demographic Subgroups (English Math, non-BIA schools).....	229
Table D.2 Performance Level Classification Percentages for Selected Demographic Subgroups (English Reading, non-BIA schools).....	232
Table D.4 Performance Level Classification Percentages for Selected Demographic Subgroups (Spanish Math, non-BIA schools).....	239
Table D.5 Performance Level Classification Percentages for Selected Demographic Subgroups (Spanish Reading, non-BIA schools)	242
Table D.6 Performance Level Classification Percentages for Selected Demographic Subgroups (Spanish Science, non-BIA schools).....	244
Table D.7 Performance Level Classification Percentages for Selected Demographic Subgroups (English Math, BIA schools).....	246

Table D.8 Performance Level Classification Percentages for Selected Demographic Subgroups (English Reading, BIA schools)	249
Table D.9 Performance Level Classification Percentages for Selected Demographic Subgroups (English Science, BIA schools)	251
Table E.1 Interrater Agreement (English Math)	254
Table E.2 Interrater Agreement (English Reading).....	257
Table E.3 Interrater Agreement (English Science)	259
Table E.4 Interrater Agreement (Spanish Math).....	260
Table E.5 Interrater Agreement (Spanish Reading)	263
Table E.6 Interrater Agreement (Spanish Science)	265
Table F.1 Item Statistics for Operational Items (English Grade 3 Math)	268
Table F.2 Item Statistics for Operational Items (English Grade 4 Math)	269
Table F.3 Item Statistics for Operational Items (English Grade 5 Math)	270
Table F.4 Item Statistics for Operational Items (English Grade 6 Math)	272
Table F.5 Item Statistics for Operational Items (English Grade 7 Math).....	273
Table F.6 Item Statistics for Operational Items (English Grade 8 Math)	275
Table F.7 Item Statistics for Operational Items (English Grade 9 Math)	276
Table F.8 Item Statistics for Operational Items (English Grade 3 Reading).....	277
Table F.9 Item Statistics for Operational Items (English Grade 4 Reading)	279
Table F.10 Item Statistics for Operational Items (English Grade 5 Reading)	280
Table F.11 Item Statistics for Operational Items (English Grade 6 Reading).....	281
Table F.12 Item Statistics for Operational Items (English Grade 7 Reading)	282
Table F.13 Item Statistics for Operational Items (English Grade 8 Reading)	283
Table F.14 Item Statistics for Operational Items (English Grade 9 Reading).....	284
Table F.15 Item Statistics for Operational Items (English Grade 3 Science).....	285
Table F.16 Item Statistics for Operational Items (English Grade 4 Science)	287

Table F.17 Item Statistics for Operational Items (English Grade 5 Science).....	288
Table F.18 Item Statistics for Operational Items (English Grade 6 Science).....	289
Table F.19 Item Statistics for Operational Items (English Grade 7 Science).....	290
Table F.20 Item Statistics for Operational Items (English Grade 8 Science).....	291
Table F.21 Item Statistics for Operational Items (English Grade 9 Science)	292
Table F.22 Item Statistics for Operational Items (Spanish Grade 3 Math).....	293
Table F.23 Item Statistics for Operational Items (Spanish Grade 4 Math)	295
Table F.24 Item Statistics for Operational Items (Spanish Grade 5 Math)	296
Table F.25 Item Statistics for Operational Items (Spanish Grade 6 Math).....	297
Table F.26 Item Statistics for Operational Items (Spanish Grade 7 Math).....	299
Table F.27 Item Statistics for Operational Items (Spanish Grade 8 Math).....	300
Table F.28 Item Statistics for Operational Items (Spanish Grade 9 Math)	302
Table F.29 Item Statistics for Operational Items (Spanish Grade 3 Reading).....	303
Table F.30 Item Statistics for Operational Items (Spanish Grade 4 Reading).....	304
Table F.31 Item Statistics for Operational Items (Spanish Grade 5 Reading)	305
Table F.32 Item Statistics for Operational Items (Spanish Grade 6 Reading).....	306
Table F.33 Item Statistics for Operational Items (Spanish Grade 7 Reading)	308
Table F.34 Item Statistics for Operational Items (Spanish Grade 8 Reading).....	309
Table F.35 Item Statistics for Operational Items (Spanish Grade 9 Reading).....	310
Table F.36 Item Statistics for Operational Items (Spanish Grade 3 Science)	311
Table F.37 Item Statistics for Operational Items (Spanish Grade 4 Science)	312
Table F.38 Item Statistics for Operational Items (Spanish Grade 5 Science)	313
Table F.39 Item Statistics for Operational Items (Spanish Grade 6 Science)	315
Table F.40 Item Statistics for Operational Items (Spanish Grade 7 Science)	316
Table F.41 Item Statistics for Operational Items (Spanish Grade 8 Science).....	317
Table F.42 Item Statistics for Operational Items (Spanish Grade 9 Science).....	318

1.Introduction

The New Mexico Standards Based Assessment (NMSBA) is a criterion-referenced test (CRT) created to measure mastery of the state's curriculum for grades 3, 4, 5, 6, 7, 8, and 9. The test is designed to measure performance in the areas of Mathematics, Reading and Science. The NMSBA is a dual language test offered in both English and Spanish.

In 2003 the New Mexico Public Education Department (NMPED) took an important step toward raising the learning expectations for all students in public schools and to meet the requirements imposed by the No Child Left Behind Act (NCLB), creating a new set of academic standards for K-12 schools. The new academic standards were designed to inform parents, teachers, and educators of what students actually learned in schools and to make schools accountable. This major change in the state standards necessitated a matching revision of the assessments used to measure their mastery, and to this end, NMPED, in collaboration with educators across the state and Harcourt Assessment, Inc. (Harcourt), developed the NMSBA to measure students' achievement against the new academic standards.

The purpose of the NMSBA technical report is to provide users and other interested parties with a general overview of and technical characteristics of the 2006 NMSBA.

The 2006 technical report contains the following information:

- Test development
- Scoring procedures
- Calibration, scaling, and equating procedures
- Standard setting
- Reliability
- Validity

The 2006 technical report is accompanied by six appendices providing additional statistical information for the spring 2006 administration. Appendix A provides the number of items and points addressing each of the New Mexico Standards and Benchmarks. Appendix B contains raw score to scale score conversion tables and standard errors of measurement. Appendix C contains the raw and scale score frequency distributions. Appendix D contains performance level percentages by subgroups. Appendix E contains inter-rater reliability information. Appendix F contains both classical test theory item statistics and item response theory model parameter estimates with fit indices.

2. Test Development

The NMSBA was administered in Spring 2006 in English and Spanish for the subject areas of Reading, Mathematics, and Science for grades 3 through 9. A Writing test was also administered as part of the NMSBA but is not addressed in this report as only raw, unequated scores are reported, and only on a limited basis. The 2006 NMSBA tests were composed of multiple choice (MC) items and two types of constructed response (CR) items—short answer (SA; scored 0, 1, and 2) and open-ended (OE) items (scored 0, 1, 2, 3, and 4). MC items were either drawn from the Stanford Achievement Test Series, Tenth Edition (SAT10) for English test (or from Apprenda 3 for Spanish test), or were new items written specifically for the NMSBA (“augmented items”). All constructed response items were augmented items. All augmented items and the portion of the SAT10 items that addressed one or more specific New Mexico standards were used to derive student scores. The remainder of the SAT10 items that did not address a specific New Mexico standard were only used for establishment of the vertical scale and for equating purposes; otherwise, student responses to these items did not affect their scores. Figure 2.1 shows the NMSBA test item composition.

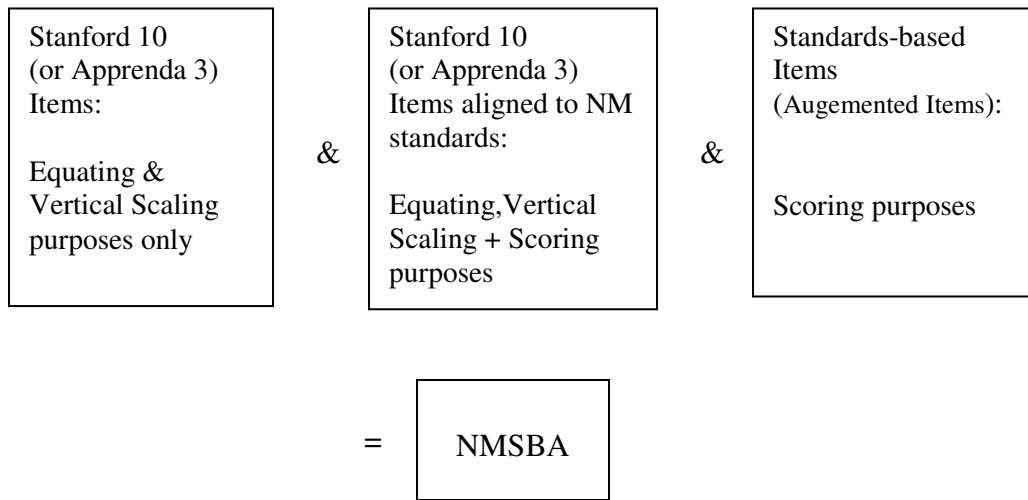


Figure 2.1 Schematic of the 2006 NMSBA

The augmented items had been previously field tested in 2004 or 2005. Harcourt, with NMPED, wrote items for the augmented portion of the NMSBA based on the relevant NM standards, and these items went through the normal item development process. Figure 2.2 graphically depicts the stages that took place in the development of items for the 2006 NMSBA test form.

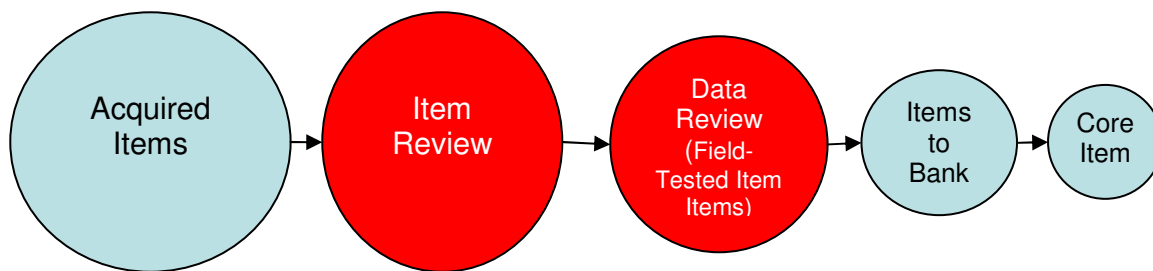


Figure 2.2 Overview of test development process

The “acquired items” in the first circle in the left was a set of items that Harcourt developed initially following the test specifications and the blueprint. These candidate items for 2006 live administration were reviewed by NMPED and panels of NM teachers to ensure that they addressed the content that they were intended to address and that they did not mention or portray any specific demographic group in a stereotypical or demeaning fashion. Items that were flagged at this point were generally sent back to the item authors along with relevant feedback for revision, after which they were scheduled for inclusion in the next round of item reviews (as though they were newly written items). Items that successfully passed this initial stage of review were then presented to a representative sample of the target population to allow the statistical properties of the item to be assessed—this is referred to as “field testing”. After field testing a “data review” meeting was held to review all field tested items. In this meeting item statistics and item bias analyses results were used to identify items with content flaws that led to anomalous statistical results. Items that were accepted at this stage were retained in an item “bank” for possible inclusion in future forms of the exam. The final test form was then constructed using items in the bank and from the previous year’s form (the 2006 form included approximately 70% of the augmented items from the 2005 form) and was forwarded to NMPED for approval. After NMPED approval was secured, the test form was put into production for administration in 2006.

The two points of attrition are identified in the red circles. Each circle is indicative of the number of viable items at that point. The number of items decreases as the test development process proceeds. Items are lost at the item review process (content and bias review). Some field-tested items are lost at data review. Finally, a subset of the items accepted at data review become operational items. The remaining items are kept in the bank for future operational use.

2.1 Test Design

Types of Items

The NMSBA contains three types of items: multiple choice (MC), short answer (SA) and open-ended (OE) items. The MC items required students to select a correct answer from several alternatives and had a maximum possible score of 1. The SA item required students to answer a question with a couple of words or a few sentences, and had a maximum possible score of 2. The OE items required student to answer with a paragraph or two, and had a maximum possible score of 4.

For mathematics and science, items in the Spanish test were trans-adapted (i.e., translated with an emphasis on capturing the meaning within the item, rather than a simple word-for-word translation) from the English language test items. For reading, items and reading passages for Spanish and English tests were separately and independently developed

in the target language; the Spanish language items and passages were *not* translated English language items or passages.

The number of MC, SA, and OE items and their score points for 2006 NMSBA are summarized in Tables 2.1-1 and 2.1-2. Note that multiple choice items made up approximately 70% of the items on the test, with the remaining 30% being constructed response items.

Table 2.1-1 Summary of Number of items and Points for NMSBA English Test

Grade	Total No. of Items	Total No. of Points	Number of MCs	Number of OEs	Number of SAs	Total MC Points	Total OE Points	Total SA Points
Mathematics								
3	55	75	39	2	14	39	8	28
4	57	78	40	2	15	40	8	30
5	62	87	43	3	16	43	12	32
6	62	87	43	3	16	43	12	32
7	62	89	43	4	15	43	16	30
8	62	89	43	4	15	43	16	30
9	60	86	42	4	14	42	16	28
Reading								
3	47	67	35	4	8	35	16	16
4	47	67	35	4	8	35	16	16
5	47	67	35	4	8	35	16	16
6	50	70	38	4	8	38	16	16
7	49	69	37	4	8	37	16	16
8	49	69	37	4	8	37	16	16
9	49	69	37	4	8	37	16	16
Science								
3	48	62	38	2	8	38	8	16
4	48	62	38	2	8	38	8	16
5	48	64	38	3	7	38	12	14
6	47	60	38	2	7	38	8	14
7	48	64	38	3	7	38	12	14
8	48	66	38	4	6	38	16	12
9	48	66	38	4	6	38	16	12

Table 2.1-2 Summary of Number of Items and Points for NMSBA Spanish Test

Grade	Total No. of Items	Total No. of Points	Number of MCs	Number of OEs	Number of SAs	Total MC Points	Total OE Points	Total SA Points
Mathematics								
3	59	79	43	2	14	43	8	28
4	60	81	43	2	15	43	8	30
5	59	84	40	3	16	40	12	32
6	62	87	43	3	16	43	12	32
7	61	87	43	4	14	43	16	28
8	60	87	41	4	15	41	16	30
9	64	90	46	4	14	46	16	28
Reading								
3	47	67	35	4	8	35	16	16
4	47	67	35	4	8	35	16	16
5	50	70	38	4	8	38	16	16
6	50	70	38	4	8	38	16	16
7	53	73	41	4	8	41	16	16
8	55	75	43	4	8	43	16	16
9	54	72	42	3	9	42	12	18
Science								
3	47	61	37	2	8	37	8	16
4	47	61	37	2	8	37	8	16
5	46	62	36	3	7	36	12	14
6	45	58	36	2	7	36	8	14
7	46	62	36	3	7	36	12	14
8	43	61	33	4	6	33	16	12
9	46	64	36	4	6	36	16	12

Structure of the Test

In order for the NMSBA to accurately measure NM students' mastery of the content covered by New Mexico's standards and benchmarks, Harcourt first thoroughly reviewed each standard and benchmark, and then worked closely with NMPED to develop assessment blueprints for each grade and content area.

Assessment blueprints functioned as maps or plans for the test developers. They identified content or reporting categories (at the overall test, standard, and benchmark levels), and determined which items matching specific test content were to be included on a test. The test blueprints provided the structure for constructing test forms. By calculating the number of test items included in each reporting category, the test blueprints made it possible to determine the relative emphasis given to each content area. The structure of the test with respect to the standards and the benchmarks and the constellation of the number of items and points at each standard and benchmark level are provided in Appendix A.

2.2 Item Development

It is essential that the NMSBA address the depth, breadth, and intent of the New Mexico Content Standards for each grade level. Important information regarding student performance

must be derived from the standards-based portion of the test. The standards-based (criterion-referenced) items developed for NMSBA as well as the Stanford 10 items identified as assessing New Mexico content standards must align to the New Mexico Academic Standards in order to provide a valid assessment. Item and test development activities extend beyond the item writing process itself to include:

- revising and maintaining test specifications and blueprints
- conducting item reviews for alignment to the content standards, for bias, and for technical quality
- conducting field tests and analyzing field test data
- constructing new operational tests
- ongoing data analyses to ensure a valid and reliable assessment

The item development process began with a thorough review of the New Mexico content standards, the test specifications, and blueprints by Harcourt's assessment specialists. A sufficient number of new items were written to each standard to allow for the attrition inherent in the review and field testing process.

Once the item development plan has been reviewed and approved by the New Mexico Department of Education, item development assignments and support materials were provided to Harcourt's staff of trained, professional item writers. The item writers then wrote and submitted their items to the assessment specialists who conducted a thorough quality review of items using criteria such as:

- Does the item measure the standard it intends to measure?
- Does the item conform to best practices in item design?
- Is the content of the item accurate?
- Is the item unique?
- Is the language of the item clear and concise?
- Are the multiple choice item distractors plausible?
- Does the item have only one correct answer?
- Is the language of the item simple and concise?

The initial review was followed by an additional review in which a senior assessment specialist analyzed the item for accurate content and best testing practices. Thereafter, the items went through an editorial review to make sure that proper vocabulary, spelling, and grammar were used.

There was an intentional parallelism among all items, art, and passages in phraseology, sentence structure, and stimulus attributes. Edited items were then passed back to the lead assessment specialist, who conducted an additional review. Prior to committee review, a random sample of items were reviewed by national content consultants for best practice in item development.

Items that were not acceptable were returned to the item writer with feedback and suggestions for rewriting the item. Feedback about accepted items was also frequently supplied to writers. Edits were explained and suggestions were given on how to improve

future work. This feedback process allowed the item writers to create higher-quality items with each new iteration.

All items went through an internal review process at Harcourt before they were deemed suitable for external committee reviews. This internal review phase allowed the items to be refined and aligned with content standards before they were presented to New Mexico educators and the Public Education Department. The additional series of reviews continued to add value to the items as they were scrutinized for alignment to the content standards and the absence of bias and stereotyping.

2.3 Field Test and Item Analysis

Field Test

In 2003, Harcourt developed the initial set of candidate items with NMPED for 2006 live administration. The items were reviewed by NMPED throughout the item review process. During this item review process, each item was evaluated on its acceptability regarding subject content and potential bias against cultural or ethnic groups in the NM student population. In Spring 2004, the items that were judged acceptable by Harcourt and the content committee in NMPED were field tested on a representative sample of New Mexico students to gather item level data. In subsequent years, new items were embedded within the operational test form (but were not distinguishable by examinees) for field testing. Responses to embedded field test items were used only to derive statistics for the items—student scores were dependent solely on their responses to items that had been accepted at a past data review, not the items that were being field tested.

Field-Test Item Analysis.

Results from past field test administrations were reviewed at data review meetings (as described earlier) and provided the basis for including items in the 2006 operational test. The statistics calculated for MC, SA, and OE items included:

- Numbers of students tested
- Item difficulties (p-values) or item mean (for SA and OE items)
- Item-option response distributions for all respondents, for high-, middle-, and low-ability groups
- Point-biserial correlation (for MC items) or item-total test correlation (for SA and OE items).

Differential item functioning (DIF) analysis results for gender and selected ethnic groups.

Numbers of students tested

The number of students tested was the number of students who had the opportunity to answer the test item, regardless of whether or not they actually responded. Students who took the Braille form of the test or whose test was invalidated for any reason were not included in this number.

Item difficulties (p-values) or item mean (for SA and OE items)

Item Difficulty (p-value) represents the percentage of students who answered the question correctly, while the item mean for SA and OE items represents the average of the student scores on the item. In general, items for which students will choose the correct answer more

than 70 percent of the time are considered easy. Items for which students will choose the correct answer 40–70 percent of the time are considered to be of average difficulty. Items for which students will choose the correct answer less than 40 percent of the time are considered difficult. A test item should not be so easy that virtually all students answer it correctly, nor so difficult that virtually all students answer it incorrectly. Although the results from such items might provide useful information for a handful of students, they would not provide a useful level of detail on overall student achievement at the aggregate school, district, or state levels. The test was constructed with items from a mix of difficulty levels to provide information about the examinees from across the ability continuum with a reasonable degree of accuracy.

Item-option response distributions for all respondents, for high-, middle-, and low-ability groups

For each item, the percent of students who selected each option (for MC items) or who achieved each valid score point (for SA and OE items) was given, along with the percentage of students who did not answer the item, and the percentage who gave an invalid response. These percentages were shown both for the group as a whole, as well as for three subgroups, broken down by total test score.

Point-biserial correlation (for MC items) or item-total test correlation (for SA and OE items).

Point-biserial/item-total test correlation is a measure of how well an item discriminates between high and low scoring students. For an item to be useful on a test there must be a positive correlation between students' success on an item and their success on the test as a whole. In other words, students who succeed on a given item should exhibit greater success on the test as a whole than students who do not succeed on that item. That is, students with relatively higher achievement on the test as a whole should exhibit greater success on any given item than students with relatively lower achievement. Items with correlations near or below zero are likely to be excluded from use as operational items.

Differential item functioning (DIF) analysis results for gender and selected ethnic groups.

DIF analyses were conducted to identify items that are potentially more difficult for one demographic group as compared with another. It is important to realize that while items that are differentially difficult for two identifiable groups can be identified using statistical methods, further review by educators is required to definitely identify items that should be excluded as being unfair. Items can be flagged when no differences exist (due to random variations in the data), or when those differences are related to the construct being measured (e.g., an item measuring English grammar skills may be more difficult on average for Hispanic students as compared to Caucasian students due to the higher proportion of LEP students within the Hispanic population as compared to the Caucasian population). Items should be excluded for DIF only after further review has identified features within the item that are causing the difference in difficulties, and those features have been confirmed to be unrelated to the constructs being measured by the item. Often referred to as “item bias” analyses, the more morally neutral term “DIF” has become preferred as it more accurately describes the underlying processes. The DIF procedures used were Mantel's (1963) extension of the Mantel-Haenszel procedure (the Mantel Chi-square) for the CR items and the Mantel-Haenszel procedure (Mantel & Haenszel, 1959) for the MC items. To help interpret the Mantel Chi-square (Mantel χ^2), the Mantel statistic is used in conjunction with the standardized mean difference (SMD). The Mantel χ^2 is simply a conditional mean comparison of the ordered response categories for reference and focal groups combined over values of a matching variable score. By “ordered” we mean that a response of 1 on an item is better than 0, 2 is better than 1,

and so on. “Conditional,” on the other hand, refers to the comparison of members from the two groups who received the same score on the matching variable, i.e., the total test score in our analysis.

Table 2.3-1 shows a $2 \times T \times K$ contingency table, where T is the number of response categories and K is the number of levels of the matching variable. The values, y_1, y_2, \dots, y_T are the T scores that can be gained on the item. The values, n_{Ftk} and n_{Rtk} , represent the numbers of focal and reference groups who are at the k^{th} level of the matching variable and gain an item score of y_t . The “+” indicates total number over a particular index (Zwick, Donoghue, & Grima, 1993).

Table 2.3-1 $2 \times T$ Contingency Table at the k^{th} level

Group	Item Score				Total
	y_1	y_2		y_T	
Reference	n_{R1k}	n_{R2k}	...	n_{RTk}	n_{R+k}
Focal	n_{F1k}	n_{F2k}	...	n_{FTk}	n_{F+k}
Total	n_{+1k}	n_{+2k}	...	n_{+Tk}	n_{++k}

Note. This table was adapted from Zwick, et al. (1993)

The Mantel statistic is defined by the following formula:

$$\text{Mantel } \chi^2 = \frac{(\sum_k F_k - \sum_k E(F_k))^2}{\sum_k \text{Var}(F_k)}$$

where F_k = the sum of scores for the focal group at the k^{th} level of the matching variable and is defined as follows:

$$F_k = \sum_t y_t n_{Ftk}$$

The expectation of F_k under the null hypothesis is

$$E(F_k) = \frac{n_{F+k}}{n_{++k}} \sum_t y_t n_{+tk}$$

And, the variance of F_k under the null hypothesis is as follows:

$$\text{Var}(F_k) = \frac{n_{R+k} n_{F+k}}{n_{++k}^2 (n_{++k} - 1)} \left[(n_{++k} \sum_t y_t^2 n_{+tk}) - (\sum_t y_t n_{+tk})^2 \right]$$

Under H_0 , the Mantel statistic has a chi-square distribution with one degree of freedom. As applied to *DIF*, rejecting H_0 suggests that the students of the reference and focal groups who are similar in overall test performance tend to differ in their mean performance. In the case of

dichotomous items the statistic is identical to the Mantel-Haenszel (1959) statistic without the continuity correction (Zwick, Donoghue, & Grima, 1993).

Standardized Mean Difference (SMD) is a summary statistic to accompany the Mantel approach (Dorans and Schmitt, 1991). This statistic compares the means of the reference and focal groups, adjusting for differences in the distribution of the reference and focal group members across the values of the matching variable,

$$SMD = \sum_k p_{Fk} m_{Fk} - \sum_k p_{Rk} m_{Rk}$$

where

$$p_{Fk} = \frac{n_{F+k}}{n_{F++}}$$

is the proportion of the focal group members who are at the k^{th} level of the matching variable and

$$m_{Fk} = \frac{1}{n_{F+k} (\sum_i y_i n_{Fik})}$$

is the mean item score of the focal group members at the k^{th} level, and m_{Rk} is the analogous value for the reference group. As can be seen from the equation above, the SMD is the difference between the unweighted item mean of the focal group and the weighted item mean of the reference group. The weights for the reference group are applied to compensate for differences in the number of students in the reference and focal groups (within each level of ability). A negative SMD value implies that the focal group has a lower mean item score than the reference group, conditional on the matching variable.

For the DIF classification of CR items, the SMD is divided by the total group item standard deviation to obtain an effect-size value for the SMD. This effect-size SMD is then examined in conjunction with the Mantel χ^2 to obtain DIF classifications as shown in Table 2.3-2 below.

Table 2.3-2 DIF Classification for CR Items

Category	Description	Criterion
AA	No DIF	Non-significant Mantel χ^2 or
		Significant Mantel χ^2 and $ SMD/SD \leq .17$
BB	Intermediate DIF	Significant Mantel χ^2 and $.17 < SMD/SD \leq .25$
CC	Large DIF	Significant Mantel χ^2 and $.25 < SMD/SD $

Note. SD is the total group standard deviation of the item score in its original metric.

For MC items, the Mantel-Haenszel Chi-square (M-H χ^2) is used in conjunction with the M-H odds ratio (transformed to what ETS calls the delta scale (D)). To calculate the delta, the odds ratio should be obtained first. The odds of a correct response (proportion passing divided by proportion failing) is P/Q (i.e., $P/[1-P]$). The odds ratio is simply the odds of a correct

response of the reference group divided by the odds of a correct response of the focal group. For a given item, the odds ratio is defined as follows:

$$\alpha_{M-H} = \frac{P_r / Q_r}{P_f / Q_f}.$$

The corresponding null hypothesis is that the odds of getting the item correct are equal for the two groups (the odds ratio is equal to 1):

$$H_0: \alpha_{M-H} = \frac{P_r / Q_r}{P_f / Q_f} = 1.$$

In order to make the odds ratio symmetrical around zero with its range being in the interval $-\infty$ to $+\infty$, the odds ratio is transformed into a log odds ratio as per the following:

$$\beta_{M-H} = \ln(\alpha_{M-H}).$$

The simple natural logarithm transformation of this odds ratio is symmetrical about zero (zero has the interpretation of equal odds). This *DIF* measure is a signed index where a positive value signifies *DIF* in favor of the reference group while a negative value indicates *DIF* in favor of the focal group. β_{M-H} is amenable to linear transformations to other interval scale metrics (Camilli & Shepard, 1994). This fact is utilized by ETS to transform β_{M-H} to their delta scale metric (D), via:

$$D = -2.35 \cdot \beta_{M-H}.$$

The quantity D represents the apparent difference in the difficulty of the items in the Delta metric for the two groups whose performance is being compared. The following table depicts *DIF* classifications for MC items based on the M-H χ^2 and the item delta scale difference value (D):

Table 2.3-3 *DIF* Classification for MC Items

Category	Description	Criterion
A	No <i>DIF</i>	Non-significant M-H χ^2 or $ D < 1.0$
B	Intermediate <i>DIF</i>	Neither A nor C
C	Large <i>DIF</i>	Significant M-H χ^2 and $ D \geq 1.5$

2.4 Data Review and Item Selection for Operational Use

After the field test, the data review meeting was conducted using the item statistics described above from the field test data. Item review and selection of items eligible for inclusion in the 2006 operational test took place in this meeting. The recommended items for operational use from the data review meetings were reviewed by Harcourt and NMPED and approved by the NMPED.

Selection of the operational items in the data review meeting and during final test form construction was based on both content expertise and the psychometric properties of the item being considered. The psychometric guidelines used to choose the items for the 2006 final test form were as follows:

- Avoid the use of items with p-values less than .10 and greater than .90.
- Avoid the use of items with point-serial or item-total test correlation less than .10
- Avoid the inclusion of items with DIF classifications “C” for MC items and “CC” for CR items

So that the first guideline would be applicable to CR items, CR item means were normalized such that their scale was on a zero to one interval (as in the p-value).

The p-value and the point-biserial (or item-total test correlation) for the 2006 operational test items are provided in Appendix F. The summaries of the p-value and the point-biserial (or item-total test correlation) of the 2006 operational items are shown in Table 2.4-1.

Table 2.4-1 Summary of item p-value and point-biserial (item-test correlation)

Grade	Math		Reading		Science	
	Mean	SD	Mean	SD	Mean	SD
P-value: English						
3	51.05	21.54	55.04	15.89	64.46	22.15
4	51.84	20.94	61.26	16.19	60.00	22.56
5	49.37	20.65	62.45	17.42	52.29	17.83
6	45.76	17.28	61.02	16.80	55.68	21.31
7	42.29	18.32	56.61	20.43	54.23	20.37
8	43.74	19.15	57.24	22.28	48.94	16.78
9	45.00	20.60	57.20	18.91	47.85	21.70
P-value: Spanish						
3	45.14	20.58	50.00	18.48	49.43	23.04
4	41.00	20.51	55.02	13.90	50.32	18.05
5	37.64	18.38	51.08	18.80	40.63	18.31
6	31.00	16.10	61.00	16.79	41.09	20.67
7	31.79	18.31	54.00	20.41	39.35	18.46
8	34.22	18.29	57.18	16.21	38.44	17.03
9	32.00	18.20	51.31	19.31	34.52	19.92
Item-Test Correlation: English						
3	0.37	0.10	0.39	0.12	0.36	0.10
4	0.39	0.12	0.40	0.10	0.33	0.09
5	0.38	0.12	0.40	0.09	0.34	0.11
6	0.39	0.13	0.37	0.12	0.34	0.12
7	0.41	0.11	0.37	0.13	0.37	0.10
8	0.41	0.13	0.34	0.13	0.34	0.11
9	0.43	0.13	0.38	0.11	0.36	0.12
Item-Test Correlation: Spanish						
3	0.34	0.12	0.36	0.12	0.30	0.10
4	0.32	0.13	0.33	0.11	0.27	0.19
5	0.31	0.14	0.35	0.12	0.24	0.11
6	0.28	0.15	0.31	0.10	0.24	0.12
7	0.28	0.12	0.31	0.13	0.24	0.08
8	0.29	0.14	0.30	0.12	0.22	0.14
9	0.30	0.13	0.27	0.15	0.20	0.13

3. Scoring Procedures

3.1 Processing for Student Documents

Harcourt implemented an established process that enabled the Harcourt Scoring Center to accurately process the NMSBA student response documents. These proven processes include the use of a control document called a Master File Sheet (MFS), which is completed by the test administrator at the building or district level and on which each order is defined and structured. An additional document, completed by the teacher, is a school-based classroom- or grade-level header sheet (the Universal Identification Document, or UID). Comparing the information provided on the UID and the MFS with the actual number of documents scanned for the NMSBA served as a quality checkpoint to see if any student documents are missing at a district or school level. If students' documents are indeed missing, the order can be flagged with a processing alert. To process student response documents, Harcourt uses a proprietary system known as SCORFLOW®. Descriptions of the SCORFLOW workstations follow.

Receiving

The Receiving workstation accepts and counts cartons as they are delivered and sorts them by district. This is the first quality checkpoint in the receiving process; tracking can begin immediately if it is discovered that only a partial shipment was received. Cartons are palletized, with each pallet receiving a unique identification code. At this point, pallets move to a queue in Document Staging to await processing. Meanwhile, a pallet folder containing all documentation for schools represented on that pallet goes to Order ID, where the schools are logged into SCORFLOW® and associated with an order number. An order is the basic processing unit of documents as they move through all operational workstations. Documents that are received late or separately from the main shipment can be merged with the rest of the shipment using the order number. As an additional quality checkpoint in the receiving process, each shipment is checked for complete documentation, such as a Master File Sheet or an Order for Scoring Services. If a shipment is missing boxes or documentation, it is placed on alert and the school district's test coordinator is contacted.

Structure Definition and Order Entry

From the Order ID station, the pallet folder moves to Structure Definition. The information on the MFS is verified against the data that were pre-loaded from LADS. If there is a discrepancy, both SCORFLOW and LADS are updated to conform to the MFS. The student n-count, grade level, and number of groups in the order are entered by hand. If the school or district has requested optional services, Order Entry will update the customer record. Order Entry also inputs the type of reports the customer has requested, as well as information regarding number of copies and packaging requirements. Once the order has been entered, the pallet folder is released to Document Staging.

Document Staging

When Document Staging receives the pallet folder from Structure Definition and Order Entry, employees called "stagers" match the unique pallet identifier to the appropriate pallet in the holding queue. This serves as the first quality checkpoint within Document Staging. Once the folder and pallet have been matched up, the pallet is released for processing and moved to its assigned staging line. Every stager on the line follows a detailed checklist of quality and security procedures. Examples of these procedures follow.

As the contents of each carton are removed, the Scoring Services Identification (SSID) sheet is reviewed. The answer documents received must match the program type listed on the Master File Sheet (MFS) or the Order for Scoring Services (OSS). The number of answer documents recorded on each SSID is matched with the number of documents recorded on the MFS.

The stagers check for loose papers and non-scannable documents.

Next, the documents are assembled onto carts, which will be used to transport documents through all operational areas.

Control documents are placed with each unique group of documents to facilitate control and quality checks throughout the subsequent processes.

The MFS or OSS now contains SCORFLOW control information consisting of the receiving number, SCORFLOW order number, and cart number. This information provides fast, accurate access to group and individual documents.

When the stagers have completed their work, the cart moves to the Document Staging Quality Control area, where staff members commonly called “QCers” validate the completeness of the cart’s contents. Once the QCer has verified the accuracy of the stagers’ work, the cart is delivered to the release station, where orders are logged out of Document Staging and the cart is released to Scanning.

Scanning

All documents are maintained in a temperature- and humidity-controlled environment for at least 24 hours prior to scanning. This quality step allows the moisture content of the paper to normalize. Properly stabilized paper improves scan reliability and quality. Booklets and answer folders are then released for slitting, where their spines are sliced off, turning them into stacks of single sheets of paper. Specially-designed calibration sheets are inserted at random intervals into each stack. These sheets will be used to conduct Statistical Process Maintenance on the scanning equipment. After the documents are slit, the cart is moved to the scanning area. Harcourt uses two types of scanners: OMR (Optical Mark Read) and image. Documents are assigned to a scanner type based on the type of document and the output required. A complete scanner diagnostic test is executed prior to scanning the documents on each cart, and a calibration check is run prior to scanning each stack. The scanning process first deciphers grayscale-captured information that includes document identification and all information gridded by the test-taker. If the document is image-scanned, a full-page bi-tonal image is saved for human-scoring requirements. The scanning program checks the validity of the document ID via skunk codes or module codes to ensure that the booklet is the correct booklet. The program also compares the actual number of pages scanned to the number of pages for that unique document ID. Scanners are routinely checked and calibrated based on the Statistical Process Maintenance feedback generated by the calibration sheets inserted during slitting. Imaged information is subsequently sent to the Reader database, where it is organized by student, subject area, and program, ensuring proper distribution of the image when rating is required. Those images are then distributed to Harcourt’s Performance Assessment Scoring Center (PASC), while hex values are accumulated on the network to await scoring. A more detailed description of PASC and its capabilities as they relate to the scoring of constructed-response items for the NMSBA follows at the end of this section. At this point, the cart is logged out of the Scanning workstation and moves to Scoring Editing. The data collected from the OMR and image scanners are embedded into a scan file, which will be used to generate an edit report.

Scoring Editing

The editing group is responsible for the quality and accuracy of the data submitted for scoring. The first step in this process is to run the scan file produced by Scanning, which compares the data to the customer's unique program specifications. The output is used to generate an edit report listing of documents needing correction or validation. The editor uses the report to pull from the cart the documents requiring edit resolution. Using the editing rules and alert conditions established for the program, the scoring editor outputs cleaned data. To reach that point the editor must review and resolve entries on the edit report. The edit report is a listing of records flagged as having suspect fields. A flag simply means that the data field did not match program specifications. Typical flags that editors must resolve include:

- Incorrect gridding or double gridding
- Wrong dates
- Gridding current year for birth year
- Mismatch between gridded name and pre-ID label
- Partial name

A scoring editor reviews every flag by referencing the source answer document and validating or correcting the field. As an example, if the edit report flags a student document as being gridded with the current year rather than the student's birth year, the scoring editor will attempt to resolve the error using information hand-printed on the document. If the editor cannot resolve the error, the order will go on alert and the customer will be contacted for resolution. When all edits have been resolved, corrections are incorporated into the document file containing student records. Once all corrections have been made, the edit routine is rerun to ensure data validity. When no fields are flagged as suspect, all the records for that order are considered "clean" and the order proceeds to Job Submission. The actual physical documents marked by the students are no longer needed in the scoring process and move to the Archiving workstation.

Archiving

At the Archiving workstation, student documents are banded and palletized in sequence. This sequencing allows for an individual student document to be quickly retrieved should it be requested. Pallets are placed in secure storage for the period defined in the program's retention guidelines. At the end of the retention period, documents are shredded in a secure environment and then recycled.

Job Submission.

Once the Editing group has cleared a program, Job Submission releases the program to the mainframe for scoring.

Computer Operations

This group is responsible for printing pre-ID labels, pack lists and reports, as well as for electronic report services, such as CDs, diskettes and FTP files. Working directly from the Harcourt mainframe, Computer Operations will generate the student and summary files that will be sent to Harcourt's subcontractor, Grow Network, for reporting. Grow Network was responsible for all printed reports. After the files for printing have been generated and forwarded to Grow Networks, a list of electronic report services goes to Production Control, a group within Computer Operations. Here, data files are downloaded to generate CDs,

diskettes, cartridges, or FTP files. Depending on the electronic medium requested by the client, the files are shipped or are posted to the designated website.

Alerts and Research.

Our program management staff works directly with our large scale program clients to resolve alerts and order entry discrepancies as quickly as possible. An alert is any situation that needs resolution, such as missing information on a document. As needed, calls are placed to test coordinators to get resolutions to problem situations. All alert information is entered into the SCORFLOW record for the order, including the type of alert, the date it was initiated, and any other relevant information. SCORFLOW also prevents the scoring and reporting processes from being activated until the test result reports requested have been key-entered and verified. Any discrepancies are resolved with the customer before the services are verified in the system.

3.2 Scoring Constructed Response Items

Harcourt's Performance Assessment Scoring Center (PASC) was responsible for scoring the constructed-response items (short answers scored 0, 1, and 2 and open-ended items scored 0, 1, 2, 3, and 4) on the NMSBA. PASC currently maintains qualified pools of trained, professional readers who are well-experienced in scoring a wide range of writing assessments and open-ended assessments in reading, mathematics, science, social science, etc. PASC readers underwent an extensive training process. Candidates who wish to qualify as bilingual scorers for Spanish language assessments must pass the screening process in English and in Spanish. These experts then applied the scoring criteria to responses in the language, which they were qualified to score.

Harcourt developed all anchors and training materials with New Mexico prior to the live administration and scoring, sending those to the New Mexico Public Education Department for final review and sign-off. The general processes of PASC scoring are detailed in the following section.

For all large-scale scoring projects scored at PASC, each domain/level has a room director (Scoring Director). The room director works closely with the Training Supervisor and the content Training Specialist to conduct training to ensure that readers become expert with a specific project. A trainer must be, first and foremost, a good teacher, capable of recognizing the question behind the question and able to present the response in a variety of ways until it is fully understood by all. He or she must encourage readers to abandon preconceived notions they may have about the scoring procedures and to align their thinking and judgment to the procedures and to the scoring scale defined by the specific project. The room director's main job is to oversee the actual scoring of the papers, acting as the decision maker for situations or questions that may arise during the scoring process. All invalid (i.e., unscorable) papers are reviewed by the room director who must confirm any such decision and ensure consistency of decisions. The room director is also responsible for the quality of the scoring within the room. For our custom large-scale programs, those who will be serving as room directors are active members of the training materials development team, often traveling to work with state departments and teacher committees to finalize scoring guides and training procedures.

Room directors are selected for a given project from among those who have successfully served as team leaders for many previous projects. They have been team leaders in large scale projects where training is conducted for an entire room by the scoring director and they must have served as team leaders in small-scale projects where team leaders act as trainer. They have

been evaluated on their ability to train readers as well as to monitor readers' scoring accuracy and consistency.

Team leaders are experienced, proficient readers who have successfully completed a two-day general team leader training workshop at PASC. That workshop prepares some of our best readers to assume the role of team leader and gives them the initial training needed to assume greater levels of responsibility within our training and scoring process. Team leaders assist the room director, certify that readers on their team are qualified and are scoring accurately, and may retrain individual readers when necessary.

Developing Scoring Materials for Constructed Response Items

Before anchor pulling can take place, experienced PASC Room Directors and Team Leaders take several preliminary steps. For a given prompt or item they must know the prompt and the rubric thoroughly. Then their directions are to proceed as follows:

- Look for responses that seem to represent the full range of quality as described in the rubric.
- Include not only papers that are homogeneous in their level of quality but also papers that differ in quality from variable to variable and can be given an overall classification (as below).
- Use notes to mark High, Medium, and Low papers, marking especially good ones (e.g., the potentially top scores).
- Separate any problem papers—off-topic, off-task, verbatim copying, strange, potential teacher interference, etc.
- Mark flagged papers with the score range or the nature of the problem and paper ID. (ID is retained in case copy proves to be unreadable; in case original must be examined again for some reason; and to be sure that, after copying, the original is returned to its proper packet and box.)
- Next copies are made of each flagged paper, transferring the flag to the copy.
- These copies are sorted into piles, reflecting the nature of the flag; i.e., all potential “high” papers are together, all potential “medium” papers are together, etc., with all problem papers grouped together. For “problem” or “decision” papers, duplicates of types of problems are culled. The best example of each problem type is retained; the rest are discarded.
- Then the expert scoring team must decide which particular papers from the sorted piles should go into which range set for anchor pulling – High, Medium, Low. For example, a particular paper marked “medium” could go into the Medium set.

During final anchor pulling, the procedure used for assigning scores to the papers in each set is as follows. The procedure is followed for each set successively.

- Range papers are read and scored by the anchor-pulling team.
- Charts are made showing each score for each paper. Tentative scores are assigned to each paper on which there seems to be consensus. However, all assigned scores at this point—even those on papers for which there is complete agreement—are tentative and subject to change based on later considerations. Decisions are made about each of the problems in the Decision set.

- Each set is read and scored, using the tentative scores on the previous sets as guidelines. After each set has been read, the results are charted and discussed.
- Each score point for which there is less than unanimous agreement is discussed starting with the lowest score point and also beginning with the least controversial of these. The papers that had the widest discrepancies of assigned scores around this lowest score point are discussed next before moving to the papers whose assigned scores are in the next higher range. There may be frequent reference back to previous sets to make sure that decisions on score points are consistent.
- This iterative process of reading, charting, and discussing successive sets has three goals: First, it establishes scores on papers for which there is virtual agreement; second, it identifies papers that are on the line between two adjacent scores, forcing the clarification of that line; and, third, it allows readers to adjust their scoring to better conform or agree with one another. During this process, the tentative scores assigned to papers in earlier sets become firm.

When the reading and charting is finished and decisions have been made and scores assigned to all the papers, the anchor-pulling phase is finished. However, the development of training material is just beginning.

From these responses, the team must now pull together the following sets for each prompt or item group:

- *Anchor set*

At least two examples of each score point, depending upon the score scale (no invalids). These should be “clean” papers but should illustrate different types of the same score point, if there are such clear differences. Once completed, this set is submitted to the Training Supervisor for review.

- *Decision set*

This should be a set of whatever size necessary to illustrate the various kinds of problems that might arise with this prompt. If the number of such papers is small, these may be incorporated into the first training set instead of being grouped into a separate additional set.

- *Training sets*

These are two sets of up to 20 papers each (again, this will vary according to the score point scale). They should contain a range of papers including “clean” papers, “line” papers, and “problem” papers. The papers should be in random order of quality and unmarked.

- *Qualifying sets*

There should be four sets of these with up to 10 papers each. These should consist heavily of “clean” papers but not exclusively so. One of the sets may include an example of an invalid paper, but it should be clearly so.

- *Calibration sets (validity sets)*

These are composed of 5 papers of mixed quality, arranged in random order. We would create as many different sets as there are expected to be scoring days on a single prompt or group of items—minus one or two for the training day and the initial scoring day.

The next step is a review of the anchors and practice sets across all items in a domain to ensure consistent decisions and consistent application of the rubrics. This is followed by an across-grades review by domain, again, to ensure consistent decisions have been made.

Monitoring for scoring accuracy/reliability

The key to accurate scoring of writing and open-ended items is proper training of the readers. The following procedures are routinely employed by the PASC for training readers before scoring each new prompt or set of items.

Project-specific Training

Project-specific team leader training is conducted in the days immediately preceding scoring. It consists of training and qualifying which is substantially like the readers' training except that the emphasis is on problem issues.

Team leaders are experienced in the scoring process and will help train and retrain their team members. In addition, the logistics of the scoring sessions, and the routines for resolution reading are discussed. All team leaders must also meet the qualifying standards set for the given project. For large-scale, custom projects, the standards are determined in conjunction with Harcourt and the client.

Training for project-specific holistic scoring of constructed responses takes approximately one full day. It begins with an overview of the project. A trainer may present some of the history and purpose of the specific performance assessment, including such things as how the prompts were administered, test security, how the results will be used, and the proposed method for communicating results to the student, parent, school, and district. In addition, at the start of any individual project, readers must reconfirm their commitment to security and confidentiality by signing a project specific Security Agreement. Training continues with a reading and discussion of the student responses in the anchor set. In this set the scores have been recorded with the student responses, and the responses are arranged in ascending point-scale order. Emphasis is placed on the reader's understanding of how the responses differ from one another in incremental quality and how each response reflects the description of its score point as generalized in the scoring guidelines.

Once readers feel comfortable with the anchor set, they begin to score the first training set, which consists of previously-scored student responses arranged in random order. Each reader reads and scores the responses in the training set. The correct scores are then revealed. At this point, using our central scoring model, readers interact with the trainer in discussing the characteristics of each response that earned it the assigned score point. The same format is followed for each training set. During this process, the reader's job is not to justify his or her own scoring but to internalize the scale and adjust his or her individual scoring to conform to that scale.

Readers who qualify on the first set are permitted to start scoring immediately. Generally more than 75 percent of our readers qualify on the first set, and by the end of the second set, more than 95 percent of the readers have qualified. The few readers who still have not qualified after the second qualifying set, work with a trainer to review the anchors and clarify perceptual discrepancies before being considered for scoring the third qualifying set. Any reader who fails to qualify following this training is dismissed from the project.

All readers are trained to score to the same scale to ensure accurate, consistent, reliable scoring. The PASC adheres to stringent criteria in its general screening, training, and

qualifying procedures as preliminary measures for obtaining high levels of consistency and reliability. Nevertheless, in any large group of potential readers, some individuals are not suited to conduct holistic scoring. Some readers may be systematically too lenient in their ratings, others too harsh. Still others may vary unsystematically and unpredictably from other scorers and deviate from the training standards. The Performance Assessment Scoring Center's quality control program can easily identify readers who may need to be retrained, or possibly eliminated from the scoring project or reader pool, or who are not suited for scoring a specific test.

While the first step in ensuring accuracy of scoring is to adhere to a rigorous training and qualifying process for all readers, ongoing monitoring is also critical. During the scoring process, in addition to regular student responses, readers score a set of calibration (validity) responses each day. Calibration sets consist of five student papers that have been pre-scored by expert team leaders who are familiar with the project's scoring parameters.

The reader does a blind scoring of the responses. The reader's scores are compared with the known scores and a Calibration Report is prepared. Readers score a different calibration set each day. The distribution of calibration responses is controlled through the distribution of responses to readers, allowing calibrations to be "slipped in" at various times during the day. The results from the scoring of calibration sets are kept separate from the ongoing flow of actual scores and are reported to team leaders, room directors, and the training supervisor.

Calibration and reliability standards are set for each custom large-scale project in conjunction with the client and for Harcourt products by an internal team. Any reader *who* fails to meet the standards is immediately scheduled for retraining. As we have described, each reader scores at least one calibration set each day. For the New Mexico constructed response items, we conducted a single reading; however, a minimum of a random sample of 10 percent of readers' scoring output was routed for a second scoring by a qualified team leader as a means of tracking inter-rater reliabilities. This check scoring is done for monitoring purposes only. There is no resolution of discrepant scores. Acceptable agreement rates (matching or exact + adjacent scores) vary from project to project, depending upon the score scale, the number of items in a scoring subset and the "open-ness" of the response possibilities.

Once a reader falls below the standard, retraining is conducted. Repeated failure to meet the standard resulted in dismissal from the NMSBA project.

In addition to the use of calibration sets and the use of recalibration/retraining activities, all readers undergo group retraining every Monday (or following an extended break) during the scoring project. Individual readers receive retraining during the scoring, as deemed necessary by team leader and room director observations and results from daily monitoring reports. Team leaders must document all retraining.

Read Behinds

Harcourt's system allows team leaders and/or room directors to conduct random read behinds as an additional monitoring method. When conducting read behinds, the team leader (or room director) receives student responses and the scores assigned by the reader. Responses selected for read behinds may be randomly selected or may be targeted read behinds (i.e., responses receiving specific scores, etc.). These read behinds are very useful in tracking specific areas of confusion for a given reader or group of readers and assist the team leader in knowing just how to direct retraining activities.

Overall Scoring Process

For our readers, a work day at the PASC consists of seven hours of directed activity, two breaks, and an hour for lunch. After the readers leave for the day, the readers' aides remove all materials from the scoring rooms and return them to the storeroom for locked storage overnight. Scoring directors and team leaders review the day's activities and the various monitoring reports, and plan any retraining or recalibration work that may be required the following day.

Readers have a reader number and are assigned to teams. The reader number and team identification are linked to all documents the reader scores. This ensures that subsequent readings of student papers will be directed to different readers from different teams. No identifying information about the student is available to scorers.

Harcourt's on-line scoring system routs selected items to readers who have trained and qualified to score those items. Items may be single items (as with writing) or groups of items (as with math and science, for example). Whether an item or an item subset, the system recognizes each as a separate work unit and distributes work units only to the reader scorer who is qualified to score that work unit. All PASC readers have individual reader number and individual password for the system.

Using the unique reader number, PASC also tracks how readers are scoring and the rates of agreement between readers.

As indicated, when a reader's performance falls below acceptable parameters for a project, indicated either through his or her scores on the daily calibration sets or through the many monitoring activities we employ, the reader is retrained. In those instances where the retraining does not correct the discrepant scoring, the reader will be dismissed from the scoring project.

The number of readers and the number of teams needed for a specific project are determined by the number of forms and items to be scored, the length of the scoring window, and the average reader rate for each type of response to be scored. We generally assign teams of six to eight readers for short-answer assessment. Each team has a team leader. Room directors are assigned for each content area.

When readers are assigned to a specific scoring project, their attendance is monitored, and readers who fail to commit to the full project may be dismissed. Our experience has shown an average attrition rate for long-term projects to be approximately 20 percent, which is factored in when we determine the number of readers to be called.

4. Calibration, Scaling, and Equating Procedures

4.1 Introduction

The New Mexico Standard Based Assessment (NMSBA) subject level test scores (e.g., Reading, Mathematics, and Science) were reported as *scaled* scores. Scaled scores are transformations of the raw scores that students achieve on a particular test. Because it is virtually impossible to construct a test form that is statistically equivalent to previous years' forms when items on the form are changed, a statistical process known as scaling and equating was used to transform raw scores (which *are not* comparable from year to year) to scaled scores (which *are* comparable from year to year).

The scaling and equating process (also known as item calibration) requires that the two forms to be equated (in this case, the 2005 and 2006 forms of the NMSBA) share a common set of items (called the *linking set*). For the 2006 NMSBA, this linking set was the core form of the Stanford 10 test (SAT10), published by the contractor, Harcourt Assessment.

The relationship between the raw scores and the scaled scores is determined by the difficulties of the items making up the test, and is a non-linear relationship (when graphed, the relationship between the raw scores and the scaled scores resembles a flattened "S"). The difficulties of the items on the test that is being equated that are not part of the linking set are estimated with respect to the "known" values of the difficulties of the items in the linking set and thus are on the same scale as the test that is being equated to. The difficulty values of the items in the linking set are the "book" (operational) values used in regular administrations of the SAT10, and so each year's NMSBA form was equated to the scale used by the SAT10 and thus are comparable from year to year. An additional advantage conferred by use of the SAT10 scale is that the SAT10 tests (and hence their item difficulty values) are vertically scaled, meaning that the scaled scores are comparable across grade levels. Therefore, scaled scores achieved on the NMSBA are comparable from year to year and from grade to grade. This allows student growth to be generally assessed from year to year, though vertical scaling is less rigorous than and should not be confused with growth models.

4.2 IRT Calibration Model and Equating

The process of calibration, scaling and equating utilizes Item Response Theory (IRT) principles and models, which are based on the idea that characteristics of individual items can be used to produce estimates of students' true levels of achievement. The particular IRT model used for the NMSBA was the Rasch family of IRT models. The IRT model for a dichotomous responses from multiple choice (MC) items was the Rasch model (Rasch, 1980) and the IRT model for polytomous responses from short answers (SA) and open-ended (OE) items was the partial credit model (Master, 1982). The Rasch model has the following form:

$$P_i(\theta) = \frac{e^{(\theta - \delta_i)}}{1 + e^{(\theta - \delta_i)}}$$

This equation illustrates the relation between a person's ability, an item's difficulty, and his/her probability of correct response to that item, where e is the natural logarithmic base (2.718...), θ is the person ability, δ_i is i th item difficulty, and $P_i(\theta)$ is the probability of correct response given θ for the i th item. The partial credit model has the following form:

$$P_{ik}(\theta) = \frac{\exp \sum_v^k (\theta - \delta_i + \tau_{iv})}{\sum_{k=1}^{m_i} \exp \sum_v^k (\theta - \delta_i + \tau_{iv})}$$

where $P_{ik}(\theta)$ is the probability of responding in category k to an item i given a person ability parameter θ ($1 \leq i \leq I$ and $1 \leq k \leq m_i$), δ_i is a location parameter for the polytomous item and τ_{iv} is a category step parameter. For the first category, $k = 1$, the first category step parameter and the numerator in the above equation are defined as zeros for normalization. The computer program WINSTEPS (Linacre, 2000) was used to estimate the above IRT model parameters.

For equating, the common linking item design with the fixed item parameter anchor method (Embretson & Reise, 2000; Hambleton, Swaminathan, & Rogers, 1991) was used to create a common scale. The SAT10 item set (or Appenda 3 item set for Spanish test) in NMSBA was the common linking item set used as the fixed item anchor set. The anchored item difficulties of the SAT10 items were from the Harcourt SAT10 (or Appenda 3 for Spanish test) which has an established vertical scale. More specifically, the following steps were taken:

Step 1:

All SAT10 (or Appenda 3 for Spanish test) and New Mexico (NM) criterion reference test (CRT) items were calibrated using WINSTEPS without any item parameter anchoring. Note that not all SAT10 items (or Appenda 3 for Spanish test) were CRT items. Retaining the non-CRT SAT10 items (or Appenda 3 for Spanish test) was to give the equating and the vertical scaling as much stability and comparability as possible.

Step 2:

The SAT10 (or Appenda 3 for Spanish test) item difficulties obtained from the Step 1 were compared with the SAT10 item difficulties (or Appenda 3 item difficulties for Spanish test) from the established Harcourt vertical scale item bank. Their linking item quality was evaluated by robust z (SDE, 2001), which is defined as

$$\text{Robust } z = \frac{d - \text{mdn}(d)}{0.74 \text{ IQR}(d)},$$

where d is the difference between the SAT10 difficulties (or Appenda 3 for Spanish test) from Step 1 and those from the Harcourt vertical scale item bank, $\text{mdn}(d)$ is the median of d , and $\text{IQR}(d)$ is the inter-quartile range of d . Those items with an absolute value of robust z less than or equal to 1.645 among the SAT10 items (or Appenda 3 items for Spanish test), were selected as the final linking items. No more than 20 percent of the SAT10 items (or Appenda 3 items for Spanish test) were eliminated from the initial linking item pool to ensure the stability of the equating.

Step 3:

With those final linking items from Step 2 as fixed anchor items (and all other items as free items), all SAT10 (or Appenda 3 for Spanish test) and other NM CRT items were calibrated.

Step 4:

Only those items from Step 3 which contribute to student scoring, i.e., CRT items, were used to create the one-to-one relation between raw score (RS) and the ability θ . The obtained θ scale was linearly transformed their scale score (SS) values, as discussed below.

Final Rasch item location parameter estimates and item fit Statistics

Appendix F provides the IRT model item location parameter estimates from the final calibration results. The standard error of the item location parameters (STDERR) of MC and CR items are shown together. Two types of item fit statistics are provided as well: infit mean squares (MS.infit) and outfit mean squares (MS.outfit). Fit statistics are calculated by comparing the observed and expected trace lines obtained for an item after parameter estimates are obtained using a particular model. WINSTEPS provides *mean-squares* that show the size of the randomness or amount of distortion of the measurement system. Outfit mean-squares are influenced by outliers and are usually easy to diagnose and remedy. Infit mean-squares are robust to the outliers, but are influenced by response patterns and are harder to diagnose and remedy. Table 4.1-1 provides a guideline for evaluating mean-square fit statistics (Linacre & Wright, 2000). In general, mean-squares near 1.0 indicate little distortion of the measurement system, while values less than 1.0 indicate observations are too predictable (redundancy, model overfit). Values greater than 1.0 indicate unpredictability (unmodeled noise, model underfit).

Table 4.2-1 Criteria to Evaluate Mean-Square Fit Statistics

Mean-Square	Interpretation
> 2.0	Distorts or degrades the measurement system
1.5 – 2.0	Unproductive for construction of measurement, but not
0.5 – 1.5	Productive for measurement
< 0.5	Unproductive for measurement, but not degrading. May produce misleadingly good reliabilities and separations

Table 4.1-2 Average and Standard Deviation of Item Fit Statistics

Grade	Math		Reading		Science	
	Mean	SD	Mean	SD	Mean	SD
Infit MS: English						
3	1.00	0.09	0.99	0.10	0.99	0.09
4	1.01	0.10	1.00	0.09	0.99	0.09
5	1.00	0.11	1.00	0.12	0.99	0.11
6	1.00	0.10	0.99	0.12	0.98	0.10
7	1.01	0.11	0.97	0.12	0.99	0.10
8	1.00	0.10	0.99	0.11	0.99	0.09
9	0.99	0.12	0.99	0.11	0.99	0.10
Infit MS: Spanish						
3	0.99	0.09	1.00	0.14	1.00	0.08
4	0.99	0.10	1.02	0.09	0.99	0.13
5	1.00	0.10	0.99	0.13	1.00	0.07
6	0.99	0.10	1.00	0.14	0.98	0.08
7	1.00	0.10	1.01	0.16	0.99	0.05
8	1.00	0.11	1.00	0.10	1.00	0.08
9	0.99	0.10	0.99	0.09	1.00	0.10
Outfit MS: English						
3	1.00	0.15	1.00	0.15	0.98	0.17
4	1.02	0.16	1.01	0.16	0.99	0.16
5	1.01	0.19	1.01	0.21	0.99	0.16
6	0.99	0.15	0.98	0.18	0.97	0.17
7	1.01	0.19	0.98	0.23	0.97	0.16
8	1.00	0.21	1.02	0.26	1.00	0.12
9	0.98	0.22	1.00	0.17	1.01	0.19
Outfit MS: Spanish						
3	0.97	0.15	1.00	0.23	1.00	0.14
4	0.98	0.15	1.02	0.12	1.00	0.16
5	0.99	0.16	1.01	0.19	1.01	0.13
6	0.96	0.18	1.01	0.20	0.99	0.13
7	0.99	0.16	1.03	0.23	0.98	0.09
8	0.99	0.19	1.00	0.13	1.00	0.12
9	0.94	0.21	1.01	0.24	1.01	0.16

Table 4.1-3 Item Fit Classification Frequencies for NMSBA English Test

Grade	MS. Infit				MS. Outfit			
	>2.0	1.5-2.0	0.5-1.5	<0.5	>2.0	1.5-2.0	0.5-1.5	<0.5
Mathematics								
3	0	0	55	0	0	0	55	0
4	0	0	57	0	0	0	57	0
5	0	0	62	0	0	2	60	0
6	0	0	62	0	0	0	62	0
7	0	0	62	0	0	2	60	0
8	0	0	62	0	0	2	59	1
9	0	0	60	0	0	0	59	1
Reading								
3	0	0	47	0	0	0	47	0
4	0	0	47	0	0	0	47	0
5	0	0	47	0	0	1	46	0
6	0	0	50	0	0	0	48	2
7	0	0	49	0	0	2	47	0
8	0	0	49	0	1	1	47	0
9	0	0	49	0	0	0	49	0
Science								
3	0	0	48	0	0	0	48	0
4	0	0	48	0	0	1	47	0
5	0	0	48	0	0	1	47	0
6	0	0	47	0	0	0	47	0
7	0	0	48	0	0	0	48	0
8	0	0	48	0	0	0	48	0
9	0	0	48	0	0	1	47	0

Table 4.1-4 Item Fit Classification Frequencies for NMSBA Spanish Test

Grade	MS. Infit				MS. Outfit			
	>2.0	1.5-2.0	0.5-1.5	<0.5	>2.0	1.5-2.0	0.5-1.5	<0.5
Mathematics								
3	0	0	59	0	0	0	59	0
4	0	0	60	0	0	0	60	0
5	0	0	59	0	0	1	58	0
6	0	0	62	0	0	0	61	1
7	0	0	61	0	0	0	61	0
8	0	0	60	0	0	1	58	1
9	0	0	63	0	0	0	59	4
Reading								
3	0	0	47	0	0	1	45	1
4	0	0	47	0	0	0	47	0
5	0	0	50	0	0	1	48	1
6	0	0	50	0	0	1	49	0
7	0	1	52	0	0	2	51	0
8	0	0	55	0	0	0	55	0
9	0	0	54	0	1	0	53	0
Science								
3	0	0	47	0	0	0	47	0
4	0	0	47	0	0	0	47	0
5	0	0	46	0	0	0	46	0
6	0	0	45	0	0	0	45	0
7	0	0	46	0	0	0	46	0
8	0	0	43	0	0	0	43	0
9	0	0	46	0	0	0	46	0

Table 4.1-2 shows summaries of item fit indices by mean and standard deviation of them. Tables 4.1-2 and 4.1-3 show classification frequencies by the criteria mentioned above (Table 4.1-1).

4.2 Developing the Vertical Scale

Using the common linking items (SAT10 items in the test or Aprenda 3 items for Spanish test) as fixed item parameter anchors placed the calibrated person abilities (θ s) on a common scale. The resulting scale is common across grades and is a vertical scale because the SAT10 items (or Aprenda 3 items for Spanish test) are on an already established vertical scale.

After the scaling and equating was done, a simple linear transformation was used to place the person ability θ on the reporting scale score (SS) metric. The equation used for the linear transformation of θ to SS was:

$$SS = 35 \times \theta + 600$$

4.3 Final Reporting Scale Results

Raw Score (RS) to Scale Score (SS) conversion tables for 2006 NMSBA are provided separately in Appendix B. Note that maximum RS (or the RS total) does not match the number of items on the test because NMSBA contains both MC items and CR items. Appendix B lists RS, SS, and IRT standard error of measurement (SEM). The IRT SEM is conditional SEM (i.e., it varies depending on the person's scale score) as contrasted with the SEM in classical test theory, which is a constant across all students. Also, Appendix B shows the upper (SS+1SEM) and the lower (SS-1SEM) bounds for an approximately 68% confidence interval for each SS. The RS and SS frequency distributions for all grades and for all subjects are separately shown in Appendix C. Scale Score summaries for NMSBA are provided in Tables 4.3-1 and 4.3-2.

Table 4.3-1 Scale Score Summary for NMSBA English Test (Non-BIA Schools)

Grade	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
Mathematics				
3	22209	22138	605	32.11
4	22355	22303	628	35.19
5	23104	22979	644	32.39
6	23729	23116	654	32.50
7	24298	23646	668	33.62
8	24801	24161	685	34.84
9	27207	26556	703	38.35
Reading				
3	22207	22118	624	31.97
4	22348	22285	641	34.53
5	23098	23048	660	35.56
6	23725	23624	660	31.47
7	24291	24138	675	32.70
8	24801	24588	685	30.50
9	27228	26592	681	34.13
Science				
3	22212	22122	632	34.17
4	22350	22280	630	30.24
5	23102	23019	645	29.04
6	23725	23600	652	31.55
7	24289	24111	660	32.89
8	24795	24477	670	29.46
9	27205	26456	685	32.76

Table 4.3-2 Scale Score Summary for NMSBA Spanish Test

Grade	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
Mathematics				
3	1719	1711	593	29.66
4	1302	1298	602	27.83
5	897	894	610	26.51
6	692	686	627	24.25
7	688	677	628	23.73
8	653	648	643	25.46
9	641	618	641	25.81
Reading				
3	1706	1698	600	30.71
4	1292	1287	615	27.74
5	895	891	621	31.03
6	683	677	644	26.64
7	679	673	669	26.45
8	645	641	662	25.07
9	640	627	649	24.30
Science				
3	1718	1710	595	28.93
4	1301	1295	600	25.44
5	896	893	615	22.58
6	692	687	615	23.52
7	688	684	617	22.79
8	652	643	621	20.92
9	641	614	626	21.99

Table 4.3-3 Scale Score Summary for NMSBA English Test (BIA Schools)

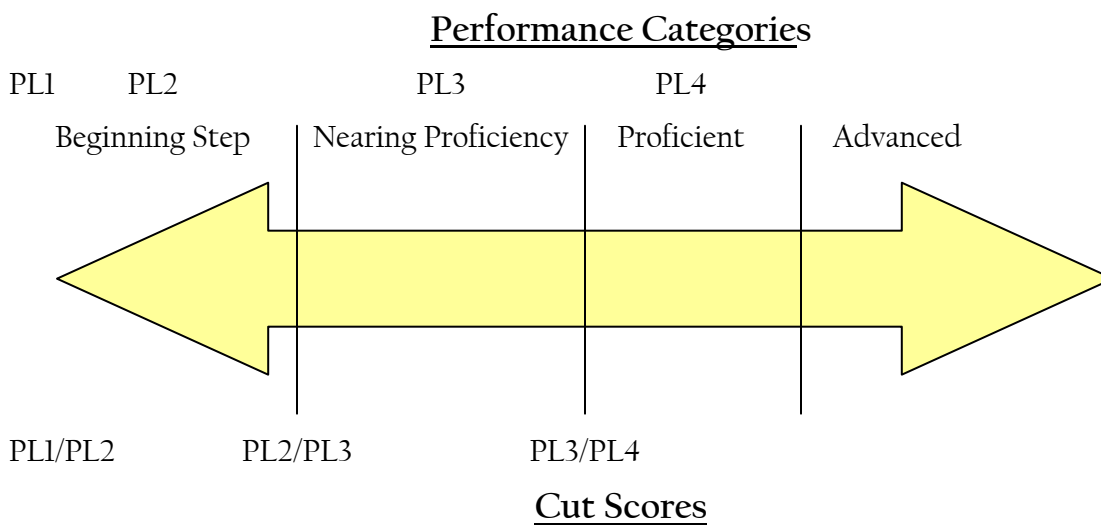
Grade	No. of students Tested	No. of Students Tested with Valid Scores	SS Mean	SS SD
Mathematics				
3	854	847	585	29.8
4	771	762	602	28.7
5	841	830	621	25.2
6	879	871	633	24.6
7	756	749	647	24.1
8	780	765	666	26.3
9	545	536	688	29.5
Reading				
3	854	842	601	29.1
4	771	767	615	29.8
5	841	832	633	34.4
6	879	872	640	27.9
7	756	751	654	29.5
8	780	769	667	29.8
9	545	537	671	31.1
Science				
3	854	844	604	31.3
4	771	767	602	25.5
5	841	830	619	23.9
6	879	871	631	26.5
7	756	750	635	25.7
8	780	766	653	23.4
9	545	536	670	25.8

5. Standard Setting

5.1 Standard Setting Procedures

In April 2005 (April 5th to 8th), standard setting meetings for NMSBA were convened to set recommended passing standards in Reading (English), Math (English), Science (English), and Reading (Spanish) in grades 4, 6, and 8. A modified Angoff procedure was used. Both English speaking teachers and bilingual teachers (Spanish) participated as judges in the meeting. Additional assessment specialists and staff from the psychometric department from Harcourt facilitated the standard setting sessions and provided support for teachers. The standard setting process resulted in specifying recommended threshold cut scores for the four performance level (PL) categories in NMSBA: *Beginning Step* (PL1), *Nearing Proficiency* (PL2), *Proficient* (PL3), and *Advanced* (PL4). The achievement levels and cut scores may be represented by the following Figure 5.1-1. The vertical lines in the figure indicate the location of the cut scores.

Figure 5.1-1. Performance Levels and Cut Scores



The modified Angoff procedure (Angoff, 1984) used by Harcourt and the NMPED for producing the recommended cut scores for the NMSBA has a long history in similar applications for both educational and professional certification assessments. The modified Angoff procedure provides a systematic technique for eliciting judgments from panels of experts, producing consensus among these experts, and quantifying the results of the judgments. It is widely recognized as the simplest method to use (Norcini, et al., 1987; Shepard, 1980).

Following are the activities that were required to set the standards. Meetings for Math and Science took place on April 5 and 6, and meetings for English Reading and Spanish Reading were held on April 7 and 8.

Day 1 - Independent Ratings of Each Item — Round 1

At the beginning of the breakout session, the group facilitator (Harcourt staff) led the panelists in developing a shared concept of the threshold-passing student in their respective content areas. Each committee member was given a copy of their respective tests and worked

individually to answer the items. Once all committee members completed the test, answer keys were provided and the judges scored their tests.

Next, each committee member was asked to rate each item. They were encouraged to read each item, consider the skills being assessed and the importance of those skills, thinking of 100 threshold-passing students across the state, and record an estimate of how many, or what percentage, of those 100 threshold-passing students should correctly answer the item. It should be noted that there are open-ended items for each subject area. For these items, the judges were asked to estimate the mean performance of threshold-passing students, since percent-correct estimates are not applicable with open-ended items. Upon completion of the first round of ratings, all secure materials were collected and inventoried before committee members were dismissed from the meeting.

During the evening, the individual ratings of the judges were aggregated. Statistics for each judge and for the entire panel also were computed. To obtain an overall estimate of the pass/fail cut score from the total group of judges, the initial item ratings provided by the judges were treated as p-values (proportions) and summed across items by level. The result of this summation is a number-correct value for each judge. The median of the number-correct value was calculated across judges to obtain the judges' estimate of the standard for the pass/fail cut score.

Day 2 – Provision and Discussion of Data

The next morning, the judges' rating sheets, test booklets, and handouts were returned to them. On an overhead projector, judges were shown the frequency distributions of their cut scores and the median cut score arrived at by their group. The results concerning their median item rating allowed judges to know how their individual ratings related to the overall standard that these ratings produce. After all the feedback data was provided, it was carefully explained by facilitators so that every judge understood what it showed.

Day 2 - Independent Ratings of Each Item —Round 2

Once discussion of the results of the initial ratings concluded, judges were asked to review the entire set of items that they rated in Round 1, to reconsider these ratings in light of the feedback they have been shown, and to revise any of their ratings, if necessary. The judges' focus was again directed towards thinking about 100 threshold-passing students (or the mean performance of threshold-passing students for constructed response items) and how they should perform on the items. The Round 2 ratings were collected and inventoried along with the secure materials. The judges' Round 2 ratings were aggregated. Statistics for each judge and for the entire panel were also computed.

Day 2 - Adjustment of Judge's Cut Scores —Round 3

The judges' rating sheets, test booklets, and handouts were returned to them. On an overhead projector, judges were shown the frequency distributions of their Round 2 cut scores and the median Round 2 cut score. Judges were instructed to adjust their individual cut score if they desired. At this point, judges had the opportunity to alter their estimates of the round 2 cut point if they felt that their round 2 cut point was a little too high or low. The Round 3 cut scores were then collected and processed to produce the final results. The judges were then presented with the Round 3 cut points. A group discussion was held in order to compare and reflect upon the results.

5.2 Smoothing procedures and Final Results

After the recommended raw score cuts for the four categories of performance levels on grades 4, 6, and 8 were set from the standard setting meeting, polynomial regression functions with student data from the 2006 NMSBA spring administration were used to smooth, extrapolate to other grades, and to calculate the impact that showed the classification percentage of the students based on the suggested cut scores. Given the results from the smoothing process with the impact data, the New Mexico Public Education Department (NMPED) decided the final cut scores. The final scale score (SS) cuts (the minimal qualifying cut scores for Nearing Proficiency and Proficient) are provided in Tables 5.2-1 and 5.2-2.

Summaries of performance level percentages at the state level for 2006 (the standard setting took place in 2005, and is discussed here in detail for completeness) are provided in Tables 5.2-2 and 5.2-3.

Table 5.2-1 Performance Level Scale Score Intervals for NMSBA English Test

Content Area	Grade	PL1	PL2	PL3	PL4
Mathematics	3	0-555	556-610	611-659	660-999
	4	0-583	584-635	636-677	678-999
	5	0-608	609-657	658-695	696-999
	6	0-628	629-676	677-713	714-999
	7	0-645	646-692	693-731	732-999
	8	0-657	658-705	706-750	751-999
	9	0-666	667-715	716-769	770-999
Reading	3	0-591	592-620	621-669	670-999
	4	0-599	600-639	640-682	683-999
	5	0-608	609-655	656-695	696-999
	6	0-619	620-668	669-709	710-999
	7	0-631	632-678	679-723	724-999
	8	0-645	646-685	686-738	739-999
	9	0-660	661-689	690-753	754-999
Science	3	0-544	545-598	599-669	670-999
	4	0-572	573-626	627-686	687-999
	5	0-595	596-650	651-703	704-999
	6	0-614	615-668	669-718	719-999
	7	0-628	629-682	683-733	734-999
	8	0-638	639-690	691-746	747-999
	9	0-643	644-694	695-759	760-999

Table 5.2-2 Performance Level Scale Score Intervals for NMSBA Spanish Test

Content Area	Grade	PL1	PL2	PL3	PL4
Mathematics	3	0-548	549-590	591-633	634-999
	4	0-572	573-616	617-656	657-999
	5	0-592	593-637	638-675	676-999
	6	0-606	607-652	653-689	690-999
	7	0-616	617-662	663-699	700-999
	8	0-620	621-666	667-705	706-999
	9	0-620	621-666	667-707	708-999
Reading	3	0-552	553-609	610-640	641-999
	4	0-573	574-624	625-660	661-999
	5	0-590	591-636	637-676	677-999
	6	0-602	603-645	646-689	690-999
	7	0-610	611-651	652-698	699-999
	8	0-613	614-655	656-703	704-999
	9	0-613	614-656	657-704	705-999
Science	3	0-553	554-609	610-654	655-999
	4	0-567	568-617	618-660	661-999
	5	0-579	580-625	626-665	666-999
	6	0-589	590-632	633-670	671-999
	7	0-597	598-639	640-674	675-999
	8	0-604	605-645	646-678	679-999
	9	0-609	610-651	652-681	682-999

Table 5.2-3 Percentages at Each Performance Level (NMSBA English Test, non-BIA schools)

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	Beginning Step (PL1)	Nearing Proficiency (PL2)	Proficient (PL3)	Advanced (PL4)	PL3 + PL4
Mathematics								
3	22209	22138	0	8	47	41	4	45
4	22355	22303	0	10	48	33	9	42
5	23104	22979	1	15	50	29	6	35
6	23729	23116	3	23	51	20	4	24
7	24298	23646	3	27	47	20	3	23
8	24801	24161	3	24	47	22	4	26
9	27207	26556	2	16	48	28	5	33
Reading								
3	22207	22118	0	16	28	50	6	56
4	22348	22285	0	11	34	44	11	55
5	23098	23048	0	9	33	43	15	58
6	23725	23624	0	11	49	35	5	40
7	24291	24138	1	11	39	44	5	49
8	24801	24588	1	10	38	48	3	50
9	27228	26592	2	26	28	42	1	43
Science								
3	22212	22122	0	1	16	68	14	83
4	22350	22280	0	3	40	54	3	57
5	23102	23019	0	4	53	41	2	43
6	23725	23600	1	11	59	28	1	30
7	24289	24111	1	17	57	25	1	26
8	24795	24477	1	14	61	23	1	24
9	27205	26456	3	10	51	35	1	36

Table 5.2-4 Percentages at Each Performance Level (NMSBA English Test, BIA schools)

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	Beginning Step (PL1)	Nearing Proficiency (PL2)	Proficient (PL3)	Advanced (PL4)	PL3 + PL4
Mathematics								
3	854	847	1	17	60	22	0	22
4	771	762	1	27	59	12	1	13
5	841	830	1	36	54	9	0	9
6	879	871	1	47	47	5	0	5
7	756	749	1	50	43	6	0	6
8	780	765	2	40	51	7	0	8
9	545	536	2	23	58	17	1	17
Reading								
3	854	842	1	36	38	24	0	25
4	771	767	1	30	51	18	1	19
5	841	832	1	23	50	24	2	26
6	879	872	1	23	61	14	1	15
7	756	751	1	23	56	20	1	20
8	780	769	1	21	51	26	1	27
9	545	537	1	40	28	30	0	30
Science								
3	854	844	1	2	41	54	2	56
4	771	767	1	12	68	19	0	19
5	841	830	1	16	72	11	0	11
6	879	871	1	24	68	7	0	7
7	756	750	1	39	56	5	0	5
8	780	766	2	27	66	6	0	6
9	545	536	2	14	66	18	0	18

Table 5.2-5 Percentages at Each Performance Levels (NMSBA Spanish Test, All schools [no non-BIA schools])

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	Beginning Step (PL1)	Nearing Proficiency (PL2)	Proficient (PL3)	Advanced (PL4)	PL3 + PL4
Mathematics								
3	1719	1711	0	6	41	44	9	53
4	1302	1298	0	14	55	27	3	30
5	897	894	0	26	58	15	1	16
6	692	686	1	21	63	14	2	15
7	688	677	2	32	57	9	0	9
8	653	648	1	19	64	15	1	16
9	641	618	4	19	63	13	2	15
Reading								
3	1706	1698	0	6	56	28	10	38
4	1292	1287	0	8	53	35	4	39
5	895	891	0	18	50	28	4	31
6	683	677	1	6	44	45	4	49
7	679	673	1	2	23	61	13	74
8	645	641	1	2	38	55	4	59
9	640	627	2	6	53	39	0	39
Science								
3	1718	1710	0	9	61	28	2	30
4	1301	1295	0	11	64	24	1	25
5	896	893	0	5	64	30	1	31
6	692	687	1	12	63	23	1	24
7	688	684	1	20	63	16	1	17
8	652	643	1	20	66	12	0	12
9	641	614	4	24	61	10	1	11

The Summary of performance level percentages by subgroups is provided separately in Appendix D. The following Table describes the subgroups reported in Appendix D.

Table 5.2-5 Subgroups Reported in Appendix D

Gender	Female
	Male
Ethnicity	Native American / Alaskan Native
	Asian / Pacific Islander
	Black (Not Hispanic)
	Hispanic
	White (Not Hispanic)"
Educational Program	Special Education (Not Gifted)
	Gifted
	Non-Special Education/Non-Gifted
Title 1	Title 1
	Non-Title 1
Bilingual Education	Enrolled in Bilingual Program Not Enrolled in Bilingual Program
Economic	Economically Disadvantaged
	Non-Economically Disadvantaged
English Language Learners (ELL)	Current ELL
	Exited ELL
	Never ELL

6. Reliability

Reliability refers to the consistency of test scores apart from measurement error. It is defined as the amount of test score variance explained by student true score variance. An observed test score X can be represented as

$$X = T + E,$$

where T is true score and E is error component. Classical test theory (CTT) expresses the reliability thus :

$$\rho_{xx'} = \frac{Var(T)}{Var(T) + Var(E)} = \rho_{XT}^2$$

where $Var(T)$ is the variance of true score, $Var(T) + Var(E)$ is the variance of the test score X (variance of the true score plus variance of the error component), and ρ_{XT}^2 is the squared correlation between test score X and true score T . This value ranges from near zero (when the error component of the total score is very large compared to the true score component) to one (when the error component of the total score is zero). Larger values of this coefficient indicate that the error component is smaller and that the observed scores are more reliable.

6.1 Coefficient Alpha and CTT SEM

Reliability (as discussed above) was estimated by an internal consistency measure known as coefficient alpha. Coefficient alpha is also known as inter-item consistency and is defined as

$$\alpha = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum_i \sigma_i^2}{\sigma_X^2} \right),$$

where n is the number of items in the test, σ_i^2 is the variance of the i^{th} item, and σ_X^2 is the variance of the test score X . When a test has dichotomous response items only, then coefficient alpha is equivalent to the Kuder-Richardson Formula 20 (KR_{20}). Coefficient alpha can be applied to a mixed item format test, requires only a single administration of the test, and has no requirement for splitting items into two groups.

CTT standard error measurement (SEM) is the standard deviation of random inconsistencies (error) in an observed test score. CTT SEM represents inconsistencies occurring in repeated observations of observed test scores around a student's true test score. It is a constant and retains the same value along the entire range of the measurement scale. It is defined as:

$$CTT \text{ SEM} = SD_X \sqrt{1 - r_{XX}},$$

where SD_X is standard deviation of observed test score and r_{XX} is test reliability. Using the CTT SEM with the assumption of normality in the error component, a confidence interval around an observed test score can be constructed. The confidence interval provides a range of scores with a given probability that an interval containing the true score is within the confidence interval. For example, a confidence interval established by subtracting one SEM from the test observed score to form the lower bound of the score interval and adding one SEM to the observed test score to form the upper bound of the score has a 68 percent probability

containing the student's true score. An interval of minus two SEMs to plus two SEMs around any test score produces a confidence interval with a probability of 95 percent.

The reliability of coefficient alpha and CTT SEM with raw score summaries are provided in Tables 6.1-1 and 6.1-2

Table 6.1-1 Coefficient Alpha, CTT Standard Error of Measurement, and Raw Score Summary for NMSBA English Test (Non-BIA Schools)

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability (Coefficient Alpha)	CTT SEM
Mathematics								
3	22209	22138	55	75	34.72	13.11	0.90	4.05
4	22355	22303	57	78	37.17	13.86	0.92	3.92
5	23104	22979	62	87	37.88	14.92	0.92	4.16
6	23729	23116	62	87	35.89	16.17	0.93	4.31
7	24298	23646	62	89	32.55	16.24	0.93	4.30
8	24801	24161	62	89	35.29	16.65	0.93	4.40
9	27207	26556	60	86	32.37	16.46	0.94	4.03
Reading								
3	22207	22118	47	67	35.39	12.47	0.90	3.97
4	22348	22285	47	67	39.46	11.92	0.91	3.64
5	23098	23048	47	67	38.15	11.26	0.91	3.45
6	23725	23624	50	70	41.07	11.46	0.90	3.70
7	24291	24138	49	69	35.36	10.81	0.90	3.50
8	24801	24588	49	69	35.25	10.29	0.88	3.62
9	27228	26592	49	69	34.99	11.65	0.90	3.61
Science								
3	22212	22122	48	62	35.56	9.89	0.89	3.35
4	22350	22280	48	62	33.03	9.26	0.86	3.48
5	23102	23019	48	64	30.92	10.89	0.88	3.84
6	23725	23600	47	60	29.88	9.69	0.88	3.41
7	24289	24111	48	64	30.81	10.65	0.89	3.53
8	24795	24477	48	66	29.45	10.70	0.88	3.70
9	27205	26456	48	66	27.43	11.21	0.89	3.70

Table 6.1-2 Coefficient Alpha, CTT Standard Error of Measurement, and Raw Score Summary for NMSBA English Test (BIA Schools)

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability (Coefficient Alpha)	CTT SEM
Mathematics								
3	854	847	55	75	26.92	11.42	0.88	3.91
4	771	762	57	78	26.61	11.04	0.88	3.81
5	841	830	62	87	27.06	10.83	0.87	3.90
6	879	871	62	87	25.71	11.27	0.87	4.00
7	756	749	62	89	22.56	10.12	0.86	3.82
8	780	765	62	89	26.47	12.06	0.88	4.15
9	545	536	60	86	25.79	11.90	0.90	3.71
Reading								
3	854	842	47	67	26.36	11.11	0.88	3.90
4	771	767	47	67	29.96	10.70	0.87	3.83
5	841	832	47	67	29.35	11.01	0.90	3.49
6	879	872	50	70	33.73	10.66	0.87	3.85
7	756	751	49	69	28.37	9.75	0.87	3.58
8	780	769	49	69	29.18	9.63	0.86	3.64
9	545	537	49	69	31.17	10.80	0.88	3.75
Science								
3	854	844	48	62	27.49	8.91	0.87	3.27
4	771	767	48	62	24.62	7.61	0.81	3.29
5	841	830	48	64	21.31	8.18	0.81	3.57
6	879	871	47	60	23.28	7.93	0.83	3.29
7	756	750	48	64	22.57	8.09	0.82	3.46
8	780	766	48	66	23.21	8.28	0.81	3.62
9	545	536	48	66	22.26	8.29	0.82	3.49

Table 6.1-3 Coefficient Alpha, CTT Standard Error of Measurement, and Raw Score Summary for NMSBA Spanish Test (Non-BIA Schools)

Grade	No. of Students Tested	No. of Students Tested with Valid Scores	No. of Items	Points Possible	RS Mean	RS SD	Reliability (Coefficient Alpha)	CTT SEM
Mathematics								
3	1719	1711	59	79	31.63	12.96	0.90	4.07
4	1302	1298	60	81	29.52	12.12	0.89	3.98
5	897	894	59	84	27.01	11.65	0.88	3.97
6	692	686	62	87	23.35	10.79	0.87	3.89
7	688	677	61	87	23.42	10.01	0.85	3.81
8	653	648	60	87	26.72	11.41	0.87	4.08
9	641	618	63	89	23.06	10.66	0.88	3.74
Reading								
3	1706	1698	47	67	30.68	11.49	0.89	3.84
4	1292	1287	47	67	35.43	10.91	0.87	3.91
5	895	891	50	70	31.67	10.97	0.89	3.64
6	683	677	50	70	39.78	10.95	0.86	4.15
7	679	673	53	73	36.99	11.42	0.87	4.15
8	645	641	55	75	41.66	11.10	0.86	4.08
9	640	627	54	74	35.57	10.07	0.84	4.03
Science								
3	1718	1710	47	61	25.93	8.39	0.85	3.27
4	1301	1295	47	61	29.14	10.17	0.85	3.95
5	896	893	46	62	22.12	7.99	0.79	3.64
6	692	687	45	58	20.70	7.07	0.78	3.29
7	688	684	46	62	20.96	7.46	0.79	3.42
8	652	643	43	61	21.16	7.53	0.76	3.67
9	641	614	46	64	18.38	6.55	0.74	3.33

6.2 IRT Conditional SEMs

IRT standard error measurement (SEM) is different from CTT SEM in that it is not a constant across all students. It is conditional upon student ability (θ). It is defined as:

$$\text{IRT SEM}(\theta) = \frac{1}{\sqrt{I(\theta)}},$$

where $I(\theta)$ is test information function. For the final reporting scale scores, SS, we have that:

$$\text{IRT SEM} = 35 * [\text{IRT SEM}(\theta)].$$

Because the IRT SEM varies according to student SS, the confidence intervals differ across RSs or SSs. The construction and the interpretation of the confidence interval using the IRT SEM is the same as discussed in 6.1. Appendix B provides the IRT SEM.

6.3 Decision Consistency and Accuracy

In NMSBA, students were classified into one of the four performance levels: *Beginning Step*, *Nearing Proficiency*, *Proficient*, and *Advanced*. The consistency and accuracy of decisions on the performance level classification between *Proficient* or above and *Nearing Proficiency* or below was investigated using the Livingston and Lewis (1995) method.

According to Livingston and Lewis, accuracy is “the extent to which the actual classifications of the test takers . . . agree with those that would be made on the basis of their true score, if their true scores could somehow be known”; and consistency is “the agreement between classifications based on two non-overlapping, equally difficult forms of the test” (1995, p.180).

In addition, Livingston and Lewis point out that accuracy estimates depend on the level of “agreement between classifications based on an observable variable (scores on ... a test) and classifications based on an unobservable variable (the test takers’ true scores)” (1995, p.189). Since these true scores are not available, Livingston and Lewis provide a method for estimating the true score distribution using a four-parameter beta function that is defined as:

$$f(T|\alpha, \beta, a, b) = \frac{1}{Beta(\alpha + 1, \beta + 1)} \frac{(T - a)^\alpha (b - T)^\beta}{(b - a)^{\alpha + \beta + 1}},$$

where T is true score as defined as before, α, β, a , and b are the parameters for the function. The parameters of the above function were estimated using Hanson’s (1995) USmooth program. Consistency is estimated using actual test response data to create two (artificial) parallel half forms of the test and comparing classifications on those alternate forms.

The following Figures 6.3-1 and 6.3-2 show the ideas of the classification accuracy and consistency schematically. Please note that Figures 6.3-1 and 6.3-2 were adapted from Young and Yoon (1998).

		Decision based on a test actually taken	
		Below the Standards	Above the Standards
True status	Below the Standards	<i>Correct Classification</i>	<i>Misclassification</i>
	Above the Standards	<i>Misclassification</i>	<i>Correct Classification</i>

Figure 6.3-1. Classification Accuracy

		Decision based on the 2 nd form taken	
		Below the Standards	Above the Standards
Decision based on the 1 st form taken	Below the Standards	<i>Correct Classification</i>	<i>Misclassification</i>
	Above the Standards	<i>Misclassification</i>	<i>Correct Classification</i>

Figure 6.3-2. Classification Consistency

The estimates of the decision accuracy and consistency of the 2006 NMSBA with respect to the cut for *Proficient* or above versus *Nearing Proficiency* or below, are provided in Tables 6.3-1 through 6.3-4. The results for the English test showed that the range of students accurately classified as *Proficient* or above versus *Nearing Proficiency* or below is from 89% to 95% across all grades and all subjects, and the range of students consistently classified as *Proficient* or above versus *Nearing Proficiency* or below is 85% and 93%. For the Spanish test, the accuracy of the decision to classify the students into *Proficient* or above versus *Nearing Proficiency* or below, ranges from 90 % to 97%, and the consistency ranges from 86% to 96%. Note that in all instances decision accuracy is greater than decision consistency.

Table 6.3-1 Classification Accuracy for NMSBA English Test (Percentage)

Grade	PL1/PL2	PL2/PL3	PL3/PL4
Math			
3	97.56%	90.34%	97.50%
4	96.19%	91.29%	96.53%
5	94.52%	92.09%	96.99%
6	93.63%	93.29%	97.96%
7	92.63%	93.87%	98.33%
8	92.77%	93.83%	98.64%
9	94.50%	92.86%	97.71%
Reading			
3	95.36%	91.06%	94.08%
4	96.14%	90.83%	93.73%
5	95.31%	90.58%	94.31%
6	96.13%	89.76%	97.27%
7	96.34%	89.99%	95.24%
8	93.80%	88.91%	99.26%
9	91.25%	90.83%	99.99%
Science			
3	99.39%	91.96%	94.95%
4	97.24%	88.18%	99.32%
5	95.28%	90.22%	98.92%
6	94.36%	89.84%	99.38%
7	93.73%	91.14%	99.30%
8	93.87%	91.62%	99.80%
9	94.65%	89.87%	98.99%

Table 6.3-2 Classification Consistency for NMSBA English Test (Percentage)

Grade	PL1/PL2	PL2/PL3	PL3/PL4
Math			
3	96.52%	86.47%	96.41%
4	94.59%	87.77%	95.06%
5	92.26%	88.86%	95.72%
6	91.01%	90.54%	97.09%
7	89.63%	91.35%	97.62%
8	89.83%	91.30%	98.05%
9	92.25%	89.94%	96.74%
Reading			
3	93.42%	87.43%	91.70%
4	94.51%	87.11%	91.18%
5	93.38%	86.79%	92.03%
6	94.49%	85.65%	96.06%
7	94.79%	85.96%	93.27%
8	91.22%	84.47%	98.77%
9	87.68%	87.14%	99.98%
Science			
3	99.10%	88.73%	92.82%
4	96.01%	83.49%	98.95%
5	93.26%	86.26%	98.42%
6	92.01%	85.77%	99.05%
7	91.13%	87.58%	98.95%
8	91.30%	88.21%	99.70%
9	92.40%	85.82%	98.52%

Table 6.3-3 Classification Accuracy for NMSBA Spanish Test (Percentage)

Grade	PL1/PL2	PL2/PL3	PL3/PL4
Math			
3	97.47%	90.10%	95.48%
4	93.55%	91.15%	98.31%
5	91.69%	92.07%	98.79%
6	91.12%	93.38%	99.23%
7	89.57%	94.43%	99.77%
8	90.87%	93.86%	99.63%
9	89.55%	93.19%	98.93%
Reading			
3	94.58%	91.39%	97.71%
4	96.82%	88.63%	94.86%
5	93.45%	90.32%	98.88%
6	95.39%	88.09%	97.24%
7	99.25%	90.66%	91.56%
8	97.93%	88.65%	97.55%
9	97.09%	87.96%	99.55%
Science			
3	92.27%	90.98%	99.64%
4	94.58%	88.10%	95.85%
5	94.22%	89.05%	99.66%
6	92.36%	87.67%	99.76%
7	88.25%	91.47%	99.53%
8	89.49%	91.54%	99.02%
9	87.58%	92.30%	99.99%

Table 6.3-4 Classification Consistency for NMSBA Spanish Test (Percentage)

Grade	PL1/PL2	PL2/PL3	PL3/PL4
Math			
3	96.37%	86.15%	93.58%
4	90.92%	87.57%	97.58%
5	88.36%	88.85%	98.25%
6	87.61%	90.65%	98.89%
7	85.41%	92.13%	99.64%
8	87.17%	91.32%	99.44%
9	85.50%	90.37%	98.45%
Reading			
3	92.35%	87.92%	96.69%
4	95.43%	84.10%	92.68%
5	90.75%	86.42%	98.30%
6	93.41%	83.40%	95.99%
7	98.87%	86.97%	88.21%
8	97.00%	84.12%	96.45%
9	95.83%	83.11%	99.13%
Science			
3	89.12%	87.35%	99.43%
4	92.30%	83.44%	94.05%
5	91.68%	84.73%	99.46%
6	89.15%	82.80%	99.56%
7	83.62%	87.97%	99.27%
8	85.33%	88.05%	98.50%
9	82.59%	89.05%	99.98%

6.4 Interrater Reliability

All the constructed response items (short answers and open-ended items) were scored by readers or raters. Interrater reliability is the index of the amount of agreement between readers. A random sample of ten percent of student responses were scored by two readers (the remaining 90% were only scored by a single reader). The regular reader score (the 1st reader score) and the second check reader score (the 2nd 10% random check reader score) were used to calculate interrater reliability.

The first index is the percent of perfect agreement between the first and second ratings (Exact correspondence). Under this definition, agreement is present as long as the score arising from the first rating matches exactly the score from the second rating. The second index (Adjacent) addresses the percent of agreement between adjacent score categories (± 1 difference between the two scores). The third index (Non-Adjacent) is the percent of more than ± 1 difference between the two scores, which is the complement of the first two indices. The final index is the kappa coefficient which quantifies the degree of agreement between the two ratings. Specifically, kappa represents the degree of agreement above what might be expected to result from chance alone. It ranges between -1 and +1, with positive values representing agreement above chance levels, zero values representing agreement at levels that could be expected solely

from random chance, and negative values reflecting agreement *below* that which could be expected to result from random chance.

Figure 6.4-1 presents a diagram of the first three indices of agreement. The sum of the diagonal cell percentages is the first index; the sum of nearby cell percentages along the diagonals is the second index; and the sum of the remaining portions is the third index.

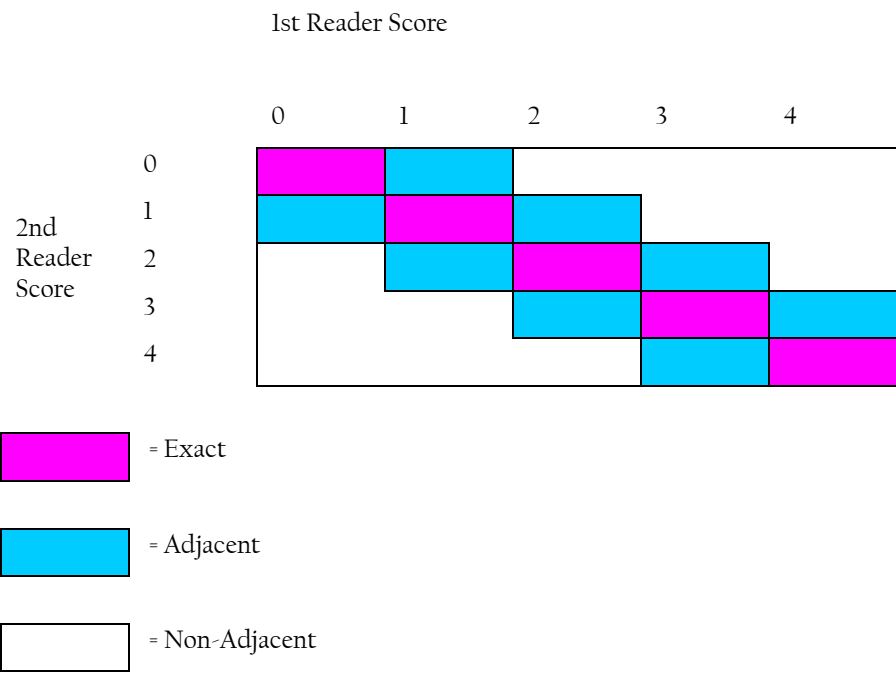


Figure 6.4-1 Interrater Agreement Indices for an Open-Ended Item

In addition to the percentage of the rater agreement as Exact, Adjacent, and Non-Adjacent, correlations were calculated for rater scores. These statistics for all CR items are provided in Appendix E. Tables 6.4-1 and 6.4-2 present the summary of the interrater reliabilities and correlations by average and standard deviation for all CR items.

Table 6.4-1 Summary of Interrater Reliabilities for NMSBA English Test

Subject	Grade	Exact		Adjacent		Non-adjacent		Kappa	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Math	3	84.22	10.12	14.26	8.44	1.52	2.27	0.79	0.07
	4	89.14	5.81	10.33	5.49	0.53	0.61	0.83	0.06
	5	87.50	6.85	11.53	6.02	0.97	1.10	0.82	0.08
	6	82.11	8.81	16.25	7.54	1.64	1.49	0.74	0.11
	7	85.89	10.26	12.58	7.95	1.53	2.50	0.79	0.11
	8	87.78	8.97	10.95	7.69	1.27	1.52	0.83	0.07
	9	87.35	5.29	11.76	5.04	0.89	0.84	0.82	0.04
Reading	3	73.49	11.05	24.17	9.38	2.34	2.34	0.66	0.13
	4	74.95	10.93	23.19	9.98	1.86	1.09	0.69	0.11
	5	71.69	10.53	25.22	9.19	3.08	2.60	0.60	0.10
	6	76.59	15.67	21.04	13.41	2.37	2.94	0.71	0.15
	7	69.02	11.86	28.56	10.38	2.42	1.88	0.58	0.11
	8	65.85	8.87	29.85	7.59	4.30	2.29	0.53	0.07
	9	63.86	5.35	32.16	5.84	3.98	2.66	0.50	0.08
Science	3	82.47	9.34	15.82	7.74	1.71	1.91	0.76	0.09
	4	81.78	7.92	16.77	6.71	1.45	1.74	0.72	0.11
	5	84.71	8.52	13.70	7.35	1.59	1.99	0.80	0.10
	6	84.67	7.97	13.74	7.00	1.59	1.22	0.78	0.08
	7	83.93	12.60	14.16	9.94	1.91	2.83	0.75	0.12
	8	73.42	14.51	22.98	10.62	3.60	4.33	0.67	0.13
	9	77.43	8.73	20.00	6.78	2.57	3.48	0.68	0.11

Table 6.4-2 Summary of Interrater Reliabilities for NMSBA Spanish Test

Subject	Grade	Exact		Adjacent		Non-adjacent		Kappa	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Math	3	92.31	7.17	7.08	6.20	0.61	1.21	0.89	0.06
	4	93.39	5.03	6.23	4.88	0.38	0.56	0.87	0.08
	5	91.26	7.95	7.88	6.80	0.86	1.48	0.85	0.09
	6	91.37	6.20	7.99	5.71	0.64	1.27	0.77	0.19
	7	85.46	12.09	13.48	10.07	1.06	2.38	0.64	0.23
	8	86.94	11.59	12.27	11.06	0.79	1.14	0.76	0.15
	9	95.92	4.33	3.96	4.35	0.13	0.54	0.87	0.15
Reading	3	74.34	9.29	23.92	8.03	1.75	1.83	0.67	0.09
	4	69.20	14.09	26.73	11.18	4.06	3.96	0.61	0.19
	5	87.04	6.31	12.38	6.40	0.58	0.90	0.80	0.10
	6	92.41	3.40	7.18	3.13	0.40	0.78	0.91	0.04
	7	67.81	12.90	27.38	9.66	4.81	5.13	0.63	0.09
	8	65.34	17.25	32.05	14.97	2.61	2.81	0.56	0.21
	9	71.75	13.87	25.65	12.16	2.60	3.09	0.63	0.20
Science	3	81.61	10.78	16.32	8.54	2.07	3.05	0.64	0.13
	4	61.26	9.80	23.45	9.45	15.29	9.09	0.37	0.13
	5	86.18	8.64	12.36	7.30	1.46	2.31	0.71	0.20
	6	79.55	11.98	17.23	8.59	3.22	4.33	0.56	0.21
	7	79.18	12.22	18.20	9.70	2.62	3.72	0.53	0.23
	8	72.68	15.84	23.66	11.50	3.66	6.00	0.65	0.16
	9	76.39	14.54	21.67	13.78	1.94	2.64	0.45	0.23

7. Validity

The validity of a test is concerned with how well the test measures what it is intended to measure. It is considered the most fundamental aspect of test development and evaluation (American Educational Research Association, 1999). In a sense, the test validity is an evolving process of validating the traits measured by a given test. There are numerous aspects of a test, but currently three types of validities are commonly assessed: content validity, criterion-related validity, and construct validity. Content validity does not involve any statistical computation. A test is considered to have content validity if it adequately and representatively covers relevant aspects of the construct being measured. A test is considered to have criterion-related validity if the test scores are shown to be related with the specified external criterion, such as performance or achievement on some other measure known to predict the criterion (criterion-related validity is also called predictive validity). However, if the test scores are compared to another measure used as evidence of the targeted attribute, then criterion-related validity is called concurrent validity. A test is considered to have construct validity when the trait presumed to be measured is reflected in the test performance. Construct validity evidence can come from diverse validation procedures and methods such as item analysis, correlation studies, factor analysis, or expert review. The current technical report focuses on the confirmation of constructs (traits) within NMSBA (that is, construct validity), utilizing dimensionality and correlation analyses.

7.1 Internal Structure Evidence

Dimensionality Analyses

One of the basic assumptions for most tests is that the test measures a single construct. Unidimensionality was assumed during the construction, calibration and equating of the NMSBA as discussed previously. The unidimensionality of the NMSBA tests was investigated using exploratory principal component analysis (EPCA) with polychoric correlation coefficients. Inter-item Pearson correlation coefficients are not the best basis for this analysis because of the ordered categorical nature of test item scores. This is especially true of dichotomous items. NMSBA is comprised of 70% dichotomous (multiple choice items) and 30% polytomous (SA and OE) items. However, polychoric correlation coefficients are computationally difficult to derive and few software packages have that capability; when they are not available Pearson correlation coefficients provide a reasonable approximation. SAS Proc Freq was used to produce polychoric correlations which were then read by Proc Princomp to run the EPCA (SAS Institute, 2003).

EPCA has two major aims: to uncover the one (or few) factors that explain the bulk of the variance underlying the input variables and to check the dimensionality of the input variables by comparing the relative strength of the dominant underlying factors. This analysis is intended primarily as a dimensionality check.

EPCA is a mathematical procedure that transforms a number of correlated variables into (usually) a smaller number of uncorrelated variables that are called principal components. Each component is a linear combination of the input variables. The first principal component explains as much variability as possible in the data, and each subsequent component explains as much variability as possible within the remaining unexplained variability in the data. Eigenvalues estimated from the EPCA analysis, without any rotation, were used for the dimensionality check. The eigenvalue is a number related to the amount of variation explained by each component. Conceptually it is a measure of the (relative) strength of a principal

component. Eigenvalues are also known as latent roots. Table 7.1-1 shows the results for the first and the second principle components.

As a rule of thumb, unidimensionality is assumed when the ratio of the first eigenvalue to the second eigenvalue is at least 3 (Alabama ARMT Technical Manual, 2004). All but the Spanish Science Grade 4 test met this criterion. The size of the eigenvalue ratio in Spanish Science Grade 4 was 1.94.

Table 7.1-1 Eigenvalues for First and Second Principle Components and Ratio.

Language	Subject	Grade	First	Second	First/Second
English	Math	3	15.226	1.885	8.08
		4	17.170	1.930	8.90
		5	17.805	1.837	9.69
		6	18.024	1.647	10.95
		7	19.279	1.576	12.23
		8	19.728	1.913	10.31
		9	21.378	2.052	10.42
	Reading	3	13.475	1.557	8.66
		4	14.333	1.731	8.28
		5	15.040	1.567	9.60
		6	14.042	1.814	7.74
		7	14.135	1.698	8.32
		8	12.866	1.694	7.59
		9	14.469	1.863	7.77
	Science	3	13.991	1.917	7.30
		4	11.768	1.730	6.80
		5	11.976	1.642	7.30
		6	12.543	1.652	7.59
		7	13.676	1.380	9.91
		8	11.366	1.581	7.19
		9	13.329	2.198	6.06
Spanish	Math	3	14.878	2.027	7.34
		4	13.678	2.036	6.72
		5	12.979	2.026	6.41
		6	12.737	2.032	6.27
		7	11.813	2.270	5.20
		8	12.255	2.553	4.80
		9	14.520	2.831	5.13
	Reading	3	12.746	2.092	6.09
		4	10.607	1.778	5.96
		5	12.302	1.825	6.74
		6	10.803	1.894	5.70
		7	11.255	2.005	5.61
		8	10.679	2.001	5.34
		9	9.997	2.038	4.90
	Science	3	10.257	1.907	5.38
		4	8.675	4.482	1.94
		5	7.507	2.017	3.72
		6	7.457	1.999	3.73
		7	6.917	1.893	3.65
		8	6.288	1.710	3.68
		9	6.670	2.044	3.26

Internal Consistency

The criterion measure of internal consistency involves the correlation of items or subtests with total score. Internal consistency correlations (item-total test correlation or subtest-total test correlation) are considered measures of homogeneity. These indices help to characterize the degree of homogeneity of a test for the trait measured by test and have relevance to the construct validity of the test (Anastasi & Urbina, 1997).

The item-total test correlation for each item is provided in Appendix F. The summary of the item-total test correlations was shown in Table 2.4-1. Here the summary of the item-total test correlations is presented again to facilitate reading of this section.

The average item test correlations show that, across items on average, students who answer the item correctly tend to do well on the test. Considered as a group, the items within a subject area tend to cover the same subject matter, and thus display an acceptable level of homogeneity.

Table 7.1-2 Summary of the item-total correlations

Grade	Math		Reading		Science	
	Mean	SD	Mean	SD	Mean	SD
English						
3	0.37	0.10	0.39	0.12	0.36	0.10
4	0.39	0.12	0.40	0.10	0.33	0.09
5	0.38	0.12	0.40	0.09	0.34	0.11
6	0.39	0.13	0.37	0.12	0.34	0.12
7	0.41	0.11	0.37	0.13	0.37	0.10
8	0.41	0.13	0.34	0.13	0.34	0.11
9	0.43	0.13	0.38	0.11	0.36	0.12
Spanish						
3	0.34	0.12	0.36	0.12	0.30	0.10
4	0.32	0.13	0.33	0.11	0.27	0.19
5	0.31	0.14	0.35	0.12	0.24	0.11
6	0.28	0.15	0.31	0.10	0.24	0.12
7	0.28	0.12	0.31	0.13	0.24	0.08
8	0.29	0.14	0.30	0.12	0.22	0.14
9	0.30	0.13	0.27	0.15	0.20	0.13

For the subtest-total test correlation, reporting category correlations with the total test scores were used. NMSBA has three scoring levels: Total test, Standard, and Benchmark. Total test subsumes Standards, which in turn subsumes Benchmarks. The correlations were calculated between the total test score level and the Standard level (E.g, for Mathematics, there are five standards which are Numbers & Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability). Tables 7.1-3 to 7.1-8 show the internal consistency correlations (the correlation between total and standard) and the correlations among standards.

Overall, the results here confirm what was found with the item-test correlation aggregations previously discussed—the standards within a particular subject test tend to co-vary with the overall test score and with each other. That is, a student who does well on one standard

within a particular subject is also likely to do well on the other standards and on the test as a whole. Again, this indicates an acceptable level of homogeneity for the NMSBA tests.

Table 7.1-3 Reporting Category Correlations for English Mathematics

Grade	Category	Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.88	0.89	0.83	0.82	0.81
	Numbers & Operations (ST1)	0.88	1.00	0.76	0.66	0.67	0.63
	Algebra (ST2)	0.89	0.76	1.00	0.66	0.67	0.63
	Geometry (ST3)	0.83	0.66	0.66	1.00	0.64	0.61
	Measurement (ST4)	0.82	0.67	0.67	0.64	1.00	0.58
	Data Analysis & Probability (ST5)	0.81	0.63	0.63	0.61	0.58	1.00
4	Total	1.00	0.89	0.93	0.80	0.81	0.85
	Numbers & Operations (ST1)	0.89	1.00	0.79	0.63	0.67	0.69
	Algebra (ST2)	0.93	0.79	1.00	0.66	0.70	0.72
	Geometry (ST3)	0.80	0.63	0.66	1.00	0.61	0.64
	Measurement (ST4)	0.81	0.67	0.70	0.61	1.00	0.65
	Data Analysis & Probability (ST5)	0.85	0.69	0.72	0.64	0.65	1.00
5	Total	1.00	0.89	0.88	0.88	0.74	0.88
	Numbers & Operations (ST1)	0.89	1.00	0.73	0.70	0.63	0.73
	Algebra (ST2)	0.88	0.73	1.00	0.70	0.60	0.70
	Geometry (ST3)	0.88	0.70	0.70	1.00	0.59	0.70
	Measurement (ST4)	0.74	0.63	0.60	0.59	1.00	0.61
	Data Analysis & Probability (ST5)	0.88	0.73	0.70	0.70	0.61	1.00
6	Total	1.00	0.91	0.89	0.84	0.82	0.91
	Numbers & Operations (ST1)	0.91	1.00	0.75	0.69	0.74	0.79
	Algebra (ST2)	0.89	0.75	1.00	0.69	0.67	0.75
	Geometry (ST3)	0.84	0.69	0.69	1.00	0.64	0.68
	Measurement (ST4)	0.82	0.74	0.67	0.64	1.00	0.70
	Data Analysis & Probability (ST5)	0.91	0.79	0.75	0.68	0.70	1.00
7	Total	1.00	0.89	0.91	0.87	0.78	0.90
	Numbers & Operations (ST1)	0.89	1.00	0.77	0.72	0.66	0.74
	Algebra (ST2)	0.91	0.77	1.00	0.72	0.65	0.77
	Geometry (ST3)	0.87	0.72	0.72	1.00	0.65	0.71
	Measurement (ST4)	0.78	0.66	0.65	0.65	1.00	0.63
	Data Analysis & Probability (ST5)	0.90	0.74	0.77	0.71	0.63	1.00
8	Total	1.00	0.68	0.94	0.87	0.78	0.92
	Numbers & Operations (ST1)	0.68	1.00	0.60	0.55	0.50	0.59
	Algebra (ST2)	0.94	0.60	1.00	0.75	0.71	0.82
	Geometry (ST3)	0.87	0.55	0.75	1.00	0.64	0.74
	Measurement (ST4)	0.78	0.50	0.71	0.64	1.00	0.68
	Data Analysis & Probability (ST5)	0.92	0.59	0.82	0.74	0.68	1.00
9	Total	1.00		0.95	0.94		0.91
	Algebra (ST2)	0.95		1.00	0.84		0.82
	Geometry (ST3)	0.94		0.84	1.00		0.78
	Data Analysis & Probability (ST5)	0.91		0.82	0.78		1.00

Table 7.1-4 Reporting Category Correlations for English Reading

Grade	Category	Total	ST1	ST2
3	Total	1.00	0.99	0.87
	Read for Comprehension (ST1)	0.99	1.00	0.77
	Use Literature and Media (ST2)	0.87	0.77	1.00
4	Total	1.00	0.99	0.87
	Read for Comprehension (ST1)	0.99	1.00	0.79
	Use Literature and Media (ST2)	0.87	0.79	1.00
5	Total	1.00	0.97	0.93
	Read for Comprehension (ST1)	0.97	1.00	0.82
	Use Literature and Media (ST2)	0.93	0.82	1.00
6	Total	1.00	0.97	0.93
	Read for Comprehension (ST1)	0.97	1.00	0.82
	Use Literature and Media (ST2)	0.93	0.82	1.00
7	Total	1.00	0.96	0.92
	Read for Comprehension (ST1)	0.96	1.00	0.77
	Use Literature and Media (ST2)	0.92	0.77	1.00
8	Total	1.00	0.97	0.91
	Read for Comprehension (ST1)	0.97	1.00	0.78
	Use Literature and Media (ST2)	0.91	0.78	1.00
9	Total	1.00	0.97	0.93
	Read for Comprehension (ST1)	0.97	1.00	0.80
	Use Literature and Media (ST2)	0.93	0.80	1.00

Table 7.1-5 Reporting Category Correlations for English Science

Grade	Category	Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.86	0.86	0.87	0.75	0.70
	Scientific Investigations, using scientific inquiry (ST1)	0.86	1.00	0.65	0.66	0.57	0.56
	Physical Science (ST2)	0.86	0.65	1.00	0.66	0.56	0.54
	Life Science (ST3)	0.87	0.66	0.66	1.00	0.58	0.58
	Earth and Space Science (ST4)	0.75	0.57	0.56	0.58	1.00	0.47
	Science and Society (ST5)	0.70	0.56	0.54	0.58	0.47	1.00
4	Total	1.00	0.80	0.84	0.86	0.79	0.66
	Scientific Investigations, using scientific inquiry (ST1)	0.80	1.00	0.58	0.59	0.57	0.45
	Physical Science (ST2)	0.84	0.58	1.00	0.60	0.59	0.46
	Life Science (ST3)	0.86	0.59	0.60	1.00	0.58	0.52
	Earth and Space Science (ST4)	0.79	0.57	0.59	0.58	1.00	0.45
	Science and Society (ST5)	0.66	0.45	0.46	0.52	0.45	1.00
5	Total	1.00	0.80	0.86	0.87	0.79	0.67
	Scientific Investigations, using scientific inquiry (ST1)	0.80	1.00	0.58	0.63	0.54	0.50
	Physical Science (ST2)	0.86	0.58	1.00	0.65	0.57	0.50
	Life Science (ST3)	0.87	0.63	0.65	1.00	0.61	0.56
	Earth and Space Science (ST4)	0.79	0.54	0.57	0.61	1.00	0.47
	Science and Society (ST5)	0.67	0.50	0.50	0.56	0.47	1.00
6	Total	1.00	0.85	0.70	0.91	0.72	0.75
	Scientific Investigations, using scientific inquiry (ST1)	0.85	1.00	0.48	0.70	0.53	0.62
	Physical Science (ST2)	0.70	0.48	1.00	0.51	0.44	0.42
	Life Science (ST3)	0.91	0.70	0.51	1.00	0.56	0.63
	Earth and Space Science (ST4)	0.72	0.53	0.44	0.56	1.00	0.46
	Science and Society (ST5)	0.75	0.62	0.42	0.63	0.46	1.00
7	Total	1.00	0.85	0.89	0.86	0.80	0.74
	Scientific Investigations, using scientific inquiry (ST1)	0.85	1.00	0.66	0.63	0.59	0.58
	Physical Science (ST2)	0.89	0.66	1.00	0.70	0.63	0.61
	Life Science (ST3)	0.86	0.63	0.70	1.00	0.63	0.60
	Earth and Space Science (ST4)	0.80	0.59	0.63	0.63	1.00	0.56
	Science and Society (ST5)	0.74	0.58	0.61	0.60	0.56	1.00
8	Total	1.00	0.87	0.83	0.88	0.68	0.70
	Scientific Investigations, using scientific inquiry (ST1)	0.87	1.00	0.62	0.68	0.50	0.55
	Physical Science (ST2)	0.83	0.62	1.00	0.65	0.51	0.53
	Life Science (ST3)	0.88	0.68	0.65	1.00	0.51	0.56
	Earth and Space Science (ST4)	0.68	0.50	0.51	0.51	1.00	0.41
	Science and Society (ST5)	0.70	0.55	0.53	0.56	0.41	1.00
9	Total	1.00	0.87	0.85	0.90	0.79	0.69
	Scientific Investigations, using scientific inquiry (ST1)	0.87	1.00	0.67	0.69	0.60	0.54
	Physical Science (ST2)	0.85	0.67	1.00	0.67	0.60	0.54
	Life Science (ST3)	0.90	0.69	0.67	1.00	0.65	0.57
	Earth and Space Science (ST4)	0.79	0.60	0.60	0.65	1.00	0.49
	Science and Society (ST5)	0.69	0.54	0.54	0.57	0.49	1.00

Table 7.1-6 Reporting Category Correlations for Spanish Mathematics

Grade	Category	Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.89	0.88	0.81	0.82	0.79
	Numbers & Operations (ST1)	0.89	1.00	0.74	0.63	0.68	0.61
	Algebra (ST2)	0.88	0.74	1.00	0.64	0.64	0.63
	Geometry (ST3)	0.81	0.63	0.64	1.00	0.62	0.58
	Measurement (ST4)	0.82	0.68	0.64	0.62	1.00	0.57
	Data Analysis & Probability (ST5)	0.79	0.61	0.63	0.58	0.57	1.00
4	Total	1.00	0.85	0.93	0.74	0.71	0.76
	Numbers & Operations (ST1)	0.85	1.00	0.73	0.53	0.52	0.55
	Algebra (ST2)	0.93	0.73	1.00	0.59	0.57	0.62
	Geometry (ST3)	0.74	0.53	0.59	1.00	0.49	0.48
	Measurement (ST4)	0.71	0.52	0.57	0.49	1.00	0.53
	Data Analysis & Probability (ST5)	0.76	0.55	0.62	0.48	0.53	1.00
5	Total	1.00	0.82	0.85	0.86	0.56	0.84
	Numbers & Operations (ST1)	0.82	1.00	0.61	0.61	0.47	0.60
	Algebra (ST2)	0.85	0.61	1.00	0.65	0.43	0.63
	Geometry (ST3)	0.86	0.61	0.65	1.00	0.39	0.62
	Measurement (ST4)	0.56	0.47	0.43	0.39	1.00	0.41
	Data Analysis & Probability (ST5)	0.84	0.60	0.63	0.62	0.41	1.00
6	Total	1.00	0.86	0.82	0.75	0.79	0.82
	Numbers & Operations (ST1)	0.86	1.00	0.62	0.53	0.65	0.64
	Algebra (ST2)	0.82	0.62	1.00	0.54	0.58	0.55
	Geometry (ST3)	0.75	0.53	0.54	1.00	0.54	0.49
	Measurement (ST4)	0.79	0.65	0.58	0.54	1.00	0.59
	Data Analysis & Probability (ST5)	0.82	0.64	0.55	0.49	0.59	1.00
7	Total	1.00	0.80	0.83	0.77	0.62	0.84
	Numbers & Operations (ST1)	0.80	1.00	0.62	0.52	0.41	0.57
	Algebra (ST2)	0.83	0.62	1.00	0.50	0.43	0.60
	Geometry (ST3)	0.77	0.52	0.50	1.00	0.43	0.54
	Measurement (ST4)	0.62	0.41	0.43	0.43	1.00	0.42
	Data Analysis & Probability (ST5)	0.84	0.57	0.60	0.54	0.42	1.00
8	Total	1.00	0.36	0.90	0.76	0.69	0.88
	Numbers & Operations (ST1)	0.36	1.00	0.29	0.15	0.26	0.27
	Algebra (ST2)	0.90	0.29	1.00	0.58	0.53	0.68
	Geometry (ST3)	0.76	0.15	0.58	1.00	0.43	0.57
	Measurement (ST4)	0.69	0.26	0.53	0.43	1.00	0.55
	Data Analysis & Probability (ST5)	0.88	0.27	0.68	0.57	0.55	1.00
9	Total	1.00		0.91	0.86		0.85
	Algebra (ST2)	0.91		1.00	0.67		0.67
	Geometry (ST3)	0.86		0.67	1.00		0.59
	Data Analysis & Probability (ST5)	0.85		0.67	0.59		1.00

Table 7.1-7 Reporting Category Correlations for Spanish Reading

Grade	Category	Total	ST1	ST2
3	Total	1.00	0.96	0.92
	Read for Comprehension (ST1)	0.96	1.00	0.78
	Use Literature and Media (ST2)	0.92	0.78	1.00
4	Total	1.00	0.96	0.91
	Read for Comprehension (ST1)	0.96	1.00	0.76
	Use Literature and Media (ST2)	0.91	0.76	1.00
5	Total	1.00	0.99	0.82
	Read for Comprehension (ST1)	0.99	1.00	0.72
	Use Literature and Media (ST2)	0.82	0.72	1.00
6	Total	1.00	0.99	0.71
	Read for Comprehension (ST1)	0.99	1.00	0.62
	Use Literature and Media (ST2)	0.71	0.62	1.00
7	Total	1.00	0.98	0.80
	Read for Comprehension (ST1)	0.98	1.00	0.67
	Use Literature and Media (ST2)	0.80	0.67	1.00
8	Total	1.00	0.98	0.83
	Read for Comprehension (ST1)	0.98	1.00	0.70
	Use Literature and Media (ST2)	0.83	0.70	1.00
9	Total	1.00	0.97	0.83
	Read for Comprehension (ST1)	0.97	1.00	0.68
	Use Literature and Media (ST2)	0.83	0.68	1.00

Table 7.1-8 Reporting Category Correlations for Spanish Science

Grade	Category	Total	ST1	ST2	ST3	ST4	ST5
3	Total	1.00	0.82	0.81	0.83	0.73	0.68
	Scientific Investigations, using scientific inquiry (ST1)	0.82	1.00	0.54	0.58	0.50	0.48
	Physical Science (ST2)	0.81	0.54	1.00	0.55	0.49	0.49
	Life Science (ST3)	0.83	0.58	0.55	1.00	0.52	0.50
	Earth and Space Science (ST4)	0.73	0.50	0.49	0.52	1.00	0.46
	Science and Society (ST5)	0.68	0.48	0.49	0.50	0.46	1.00
4	Total	1.00	0.83	0.88	0.87	0.80	0.34
	Scientific Investigations, using scientific inquiry (ST1)	0.83	1.00	0.64	0.62	0.60	0.24
	Physical Science (ST2)	0.88	0.64	1.00	0.69	0.63	0.18
	Life Science (ST3)	0.87	0.62	0.69	1.00	0.62	0.23
	Earth and Space Science (ST4)	0.80	0.60	0.63	0.62	1.00	0.20
	Science and Society (ST5)	0.34	0.24	0.18	0.23	0.20	1.00
5	Total	1.00	0.70	0.75	0.81	0.78	0.51
	Scientific Investigations, using scientific inquiry (ST1)	0.70	1.00	0.39	0.44	0.41	0.31
	Physical Science (ST2)	0.75	0.39	1.00	0.47	0.41	0.28
	Life Science (ST3)	0.81	0.44	0.47	1.00	0.54	0.36
	Earth and Space Science (ST4)	0.78	0.41	0.41	0.54	1.00	0.28
	Science and Society (ST5)	0.51	0.31	0.28	0.36	0.28	1.00
6	Total	1.00	0.74	0.56	0.87	0.60	0.64
	Scientific Investigations, using scientific inquiry (ST1)	0.74	1.00	0.26	0.54	0.36	0.37
	Physical Science (ST2)	0.56	0.26	1.00	0.33	0.21	0.23
	Life Science (ST3)	0.87	0.54	0.33	1.00	0.38	0.48
	Earth and Space Science (ST4)	0.60	0.36	0.21	0.38	1.00	0.25
	Science and Society (ST5)	0.64	0.37	0.23	0.48	0.25	1.00
7	Total	1.00	0.79	0.78	0.75	0.71	0.60
	Scientific Investigations, using scientific inquiry (ST1)	0.79	1.00	0.50	0.44	0.40	0.39
	Physical Science (ST2)	0.78	0.50	1.00	0.46	0.40	0.41
	Life Science (ST3)	0.75	0.44	0.46	1.00	0.48	0.33
	Earth and Space Science (ST4)	0.71	0.40	0.40	0.48	1.00	0.37
	Science and Society (ST5)	0.60	0.39	0.41	0.33	0.37	1.00
8	Total	1.00	0.80	0.77	0.83	0.33	0.59
	Scientific Investigations, using scientific inquiry (ST1)	0.80	1.00	0.48	0.52	0.17	0.37
	Physical Science (ST2)	0.77	0.48	1.00	0.54	0.13	0.41
	Life Science (ST3)	0.83	0.52	0.54	1.00	0.17	0.39
	Earth and Space Science (ST4)	0.33	0.17	0.13	0.17	1.00	0.06
	Science and Society (ST5)	0.59	0.37	0.41	0.39	0.06	1.00
9	Total	1.00	0.76	0.70	0.81	0.64	0.55
	Scientific Investigations, using scientific inquiry (ST1)	0.76	1.00	0.37	0.45	0.34	0.31
	Physical Science (ST2)	0.70	0.37	1.00	0.42	0.33	0.28
	Life Science (ST3)	0.81	0.45	0.42	1.00	0.40	0.39
	Earth and Space Science (ST4)	0.64	0.34	0.33	0.40	1.00	0.30
	Science and Society (ST5)	0.55	0.31	0.28	0.39	0.30	1.00

7.2 External Validity Evidence

We have discussed our investigation of the test validity that was conducted on the internal structure of the test, using exploratory principal component analysis, item-total test correlations, and correlations between subtest (standard) and total test scores. An analysis of the relation of the test with other tests will now be discussed. This use of the data external to the test itself can show more about what a test measures. Correlation with other tests is one of the typical methods of external validity investigation (Anastasi & Urbina, 1997). NMSBA has three content areas for each language: Mathematics, Reading, and Science. Given the traits that each test is thought to measure, a reasonable a priori hypothesis for the relation among the three content area tests is that correlation between Mathematics and Science would be higher than correlations between any pairs involving Reading. And the correlation between Mathematics and Science should be moderately high, signifying that the tests are related but not redundant. At the same time, one can expect that the correlation between Mathematics and Reading would be the lowest. Table 7.2-1 presents the correlations among the three content area tests.

For English test, the correlation between Mathematics and Reading was always the lowest across all grades, except at grade 4. The correlation between Mathematics and Science was the higher than or equal to the other correlations at all grades, except at grade 4 (where it was slightly lower than the other two correlations) and grade 7 (where the correlation between Reading and Science was the highest).

For the Spanish tests, the correlation between Mathematics and Reading was the lowest across all grades but grade 4 (where it was the highest and the correlation between Mathematics and Science was the lowest). The correlation between Mathematics and Science was higher than or equal to the other correlations in grades 3, 5, 8 and 9. The correlation between Reading and Science was higher than or equal to the other correlations in grades 3, 6, and 7.

Table 7.2-1 Correlations Among the Content Areas

Grade	Subject	English			Spanish		
		Math	Reading	Science	Math	Reading	Science
3	Math	1.00	0.78	0.80	1.00	0.75	0.78
	Reading	0.78	1.00	0.80	0.75	1.00	0.78
	Science	0.80	0.80	1.00	0.78	0.78	1.00
4	Math	1.00	0.78	0.77	1.00	0.66	0.58
	Reading	0.78	1.00	0.78	0.66	1.00	0.61
	Science	0.77	0.78	1.00	0.58	0.61	1.00
5	Math	1.00	0.75	0.81	1.00	0.71	0.73
	Reading	0.75	1.00	0.75	0.71	1.00	0.72
	Science	0.81	0.75	1.00	0.73	0.72	1.00
6	Math	1.00	0.74	0.78	1.00	0.67	0.68
	Reading	0.74	1.00	0.78	0.67	1.00	0.71
	Science	0.78	0.78	1.00	0.68	0.71	1.00
7	Math	1.00	0.73	0.77	1.00	0.65	0.65
	Reading	0.73	1.00	0.79	0.65	1.00	0.71
	Science	0.77	0.79	1.00	0.65	0.71	1.00
8	Math	1.00	0.74	0.81	1.00	0.63	0.70
	Reading	0.74	1.00	0.76	0.63	1.00	0.69
	Science	0.81	0.76	1.00	0.70	0.69	1.00
9	Math	1.00	0.75	0.83	1.00	0.59	0.66
	Reading	0.75	1.00	0.79	0.59	1.00	0.65
	Science	0.83	0.79	1.00	0.66	0.65	1.00

References

- Alabama Department of Education. (2004). *Alabama ARMT Technical manual*. Alabama: Alabama Department of Education.
- American Educational Research Association. (1999). *Standards for educational and psychological testing*. Washington, DC: Author.
- Anastasi, A., & Urbina, S. (1997). *Psychological Testing (7th edition)*. Upper Saddle River, NJ: Prentice Hall.
- Angoff, W.H. (1984). *Scales, norms, and equivalent scores*. Princeton, NJ: Educational Testing Service. (Reprint of chapter in R.L. Thorndike (Ed.), *Educational Measurement* (2nd ed.). Washington, DC: American Council on Education, 1971.
- Camilli, G., & Shepard, L. A. (1994). *Methods for identifying biased test items*. Thousand Oaks, CA: SAGE Publications.
- Dorans, N. J., & Schmitt, A. P. (1991). *Constructed-response and differential item functioning: A pragmatic approach* (ETS Research Report No. 91-49). Princeton, NJ: Educational Testing Service.
- Embretson, S., & Reise, S. (2000). *Item response theory for psychologists*. New Jersey : Lawrence Erlbaum Associates, Publishers.
- Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). *Fundamentals of item response theory*. Newbury Park, CA: SAGE Publications, Inc.
- Hanson, B. A. (1995). *USmooth: A program for smoothing univariate test score distribution (Version 1.5)*. Iowa City, IA: American College Testing.
- Linacre, J. M., & Wright, B. D. (2000). *A user's guide to WINSTEPS: Rasch-model computer program*. Chicago, IL: MESA Press.
- Livingston, S. A., & Lewis, C. (1995). Estimating the consistency and accuracy of classifications based on test scores. *Journal of Educational Measurement*, 32, 179-197.
- Masters, G. N. (1982). A Rasch model for partial credit scoring. *Psychometrika*, 47, 149-174.
- Mantel, N. (1963). Chi-square tests with one degree of freedom: Extensions of the Mantel-Haenszel procedure. *Journal of the American Statistical Association*, 58, 690-700.
- Mantel, N., & Haenszel, W. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719-748.
- Norcini, J.J., Shea, J.A., and Kanya, D.J. (1988). "The effect of various factors on standard setting," *Journal of Educational Measurement*, 25, 57-65.
- Rasch, G. (1980). *Probabilistic Models for Some Intelligence and Attainment Tests*. Chicago: University of Chicago Press (original work published 1960).
- SAS Institute (2003). *SAS (Version 9.1)*. Cary, NC: SAS Institute, Inc.
- South Carolina Department of Education. (2001). *Technical documentation for the 2000 Palmetto achievement challenge tests of English language arts and mathematics* (Technical Report). Columbia: South Carolina Department of Education.

- Shepard, L.A. (1980). Standard setting issues and methods. *Applied Psychological Measurement*, 4, 447-467.
- Young, M. J., & Yoon, B. H. (1998). *Estimating the consistency and accuracy of classification in a standards-referenced assessment*. CSE Technical Report 475 (April, 1998).
- Zwick, R., Donoghue, J. R., & Grima, A. (1993). Assessment of differential item functioning for performance tasks. *Journal of Educational Measurement*, 30, 233-251.

Appendix A. Item Number and Score Points for Standards and Benchmarks

Table A.1.1 English Mathematics Items & Points by Standard/Benchmark (Grades 3-5)

Math	Grade 3			Grade 4			Grade 5		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Numbers & Operations Benchmarks 1A - Number Sense 1B - Operations 1C - Computation and Estimation		12	16		12	15		12	19
	A	4	5	A	4	5	A	4	6
	B	4	5	B	4	5	B	4	5
	C	4	6	C	4	5	C	4	8
Standard 2 Algebra Benchmarks 2A - Patterns & Functions 2B - Algebraic Symbols 2C - Modeling Relationships 2D - Analyzing Changes		12	17		16	22		16	19
	A	4	5	A	4	4	A	4	4
	B	4	4	B	4	4	B	4	6
	C/D	4	8	C	4	5	C	4	4
Standard 3 Geometry Benchmarks 3A - Analyzing Shapes 3B - Coordinate Geometry 3C - Transformations and Symmetry 3D - Spatial Sense and Modeling		12	15		12	14		13	21
	A	4	7	A	4	5	A/B/C	9	14
	B/C	4	4	B/C	4	4	D	4	7
	D	4	4	D	4	5			
Standard 4 Measurement Benchmarks 4A - Measurement Systems 4B - Applied Measurement		10	13		8	11		5	6
	A	5	7	A	4	6	A/B	5	6
	B	5	6	B	4	5			
Standard 5 Data Analysis & Probability Benchmarks 5A - Data Collection and Representation 5B - Statistical Methods 5C - Data Analysis 5D - Probability		9	14		9	16		16	22
	A/B/C	5	10	A/B/C	5	10	A	4	9
	D	4	4	D	4	6	B	4	5
							C	4	4
							D	4	4
Total Items/Points		55	75		57	78		62	87

Table A.1.2 English Mathematics Items & Points by Standard/Benchmark (Grades 6-8)

Math	Grade 6			Grade 7			Grade 8		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Numbers & Operations Benchmarks 1A - Number Sense 1B - Operations 1C - Computation and Estimation		12	17		12	17		4	4
	A	4	5	A	4	4	A/B/C	4	4
	B	4	6	B	4	9			
	C	4	6	C	4	4			
Standard 2 Algebra Benchmarks 2A - Patterns & Functions 2B - Algebraic Symbols 2C - Modeling Relationships 2D - Analyzing Changes		16	21		16	20		20	30
	A	4	8	A	4	5	A	5	8
	B	4	4	B	4	5	B	5	6
	C	4	5	C	4	5	C	5	10
	D	4	4	D	4	5	D	5	6
Standard 3 Geometry Benchmarks 3A - Analyzing Shapes 3B - Coordinate Geometry 3C - Transformations and Symmetry 3D - Spatial Sense and Modeling		13	20		14	21		18	24
	A/B/C	9	16	A/B/C	10	15	A/B/C	12	14
	D	4	4	D	4	6	D	6	10
Standard 4 Measurement Benchmarks 4A - Measurement Systems 4B - Applied Measurement		5	7		4	8		4	6
	A/B	5	7	A/B	4	8	A/B	4	6
Standard 5 Data Analysis & Probability Benchmarks 5A - Data Collection and Representation 5B - Statistical Methods 5C - Data Analysis 5D - Probability		16	22		16	23		16	25
	A	4	5	A	4	5	A	4	5
	B	4	4	B	4	6	B	4	7
	C	4	8	C	4	7	C	4	8
	D	4	5	D	4	5	D	4	5
Total Items/Points		62	87		62	89		62	89

Table A.1.3 English Mathematics Items & Points by Standard/Benchmark (Grade 9)

Math	Grade 9		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points
Standard 1 Algebra Benchmarks 1A - Algebraic Symbols 1B - Algebra & Graphs 1C - Algebraic Relationships 1D - Analyzing Changes		24	35
	A	6	6
	B	6	9
	C	6	13
	D	6	7
Standard 2 Geometry Benchmarks 2A - Analyzing Shapes 2B - Coordinate Geometry 2C - Transformations and Symmetry 2D - Spatial Sense and Modeling		18	28
	A	5	10
	B	4	5
	C	4	4
	D	5	9
Standard 3 Data Analysis & Probability Benchmarks 3A - Data Collection and Representation 3B - Statistical Methods 3C - Data Analysis 3D - Probability		18	23
	A	5	6
	B	4	5
	C	4	6
	D	5	6
Total Items/Points		60	86

Table A.2.1 English Reading Items & Points by Standard/Benchmark (Grades 3-6)

Reading	Grade 3			Grade 4			Grade 5			Grade 6		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Read for Comprehension Benchmarks 1A - Reading for Information 1B - Using Resources 1C - Critical Thinking 1D - Reading Strategies		38	51		37	52		33	42		35	43
	1A	12	19	1A	12	21	1A	7	12	1A	7	11
	1B	4	5	1B	4	5	1B	4	8	1B	5	8
	1C	10	13	1C	10	15	1C	12	12	1C	13	14
	1D	12	14	1D	11	11	1D	10	10	1D	10	10
Standard 3 Use Literature and Media Benchmarks 3A - Literature Across Cultures 3B - Purposes of Literature		9	16		10	15		14	25		15	27
	3A	5	12	3A	5	10	3B	14	25	3B	15	27
	3B	4	4	3B	5	5						
Total Items/Points		47	67		47	67		47	67		50	70

Table A.2.2 English Reading Items & Points by Standard/Benchmark (Grades 7-9)

Reading	Grade 7			Grade 8			Grade 9		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Read for Comprehension Benchmarks 1A - Reading for Information 1B - Using Resources 1C - Critical Thinking 1D - Reading Strategies		32	39		27	42		33	41
	1A	8	8	1B	5	6	1B	5	6
	1B	5	10				1C	18	25
	1C	13	15	1C	15	29	1D	10	10
	1D	6	6	1D	7	7			
Standard 3 Use Literature and Media Benchmarks 3A - Literature Across Cultures 3B - Purposes of Literature		17	30		22	27		16	28
	3B	17	30	3B	22	27	3B	16	28
Total Items/Points		49	69		49	69		49	69

Table A.3.1 English Science Items & Points by Standard/Benchmark (Grades 3-6)

Science		Grade 3		Grade 4		Grade 5		Grade 6	
STRAND	Standards Benchmarks	Total Items	Total Points	Total Items	Total Points	Total Items	Total Points	Total Items	Total Points
I - Scientific Thinking & Practice	Standard 1 – Scientific investigations, using scientific inquiry	12	17	12	14	12	13	11	13
	1A - Scientific Method	4	7	4	4	4	5	4	4
	1B - Scientific Thinking	4	5	4	4	4	4	3	3
	1C - Mathematical Skills	4	5	4	6	4	4	4	6
II - Content of Science	Standard 1 – Physical Science	12	17	12	18	12	20	12	12
	1A - Matter	4	9	4	5	4	11	4	4
	1B - Energy	4	4	4	5	4	4	4	4
	1C - Force and Motion	4	4	4	8	4	5	4	4
	Standard 2 -- Life Science	12	16	12	16	12	14	12	22
	2A - Form and Function	4	4	4	4	4	5	4	7
	2B - Comparing Organism Traits	4	7	4	7	4	4	4	5
	2C - The Human Body	4	5	4	5	4	5	4	10
	Standard 3 -- Earth and Space Science	8	8	8	10	8	13	8	8
	3A - Solar System	4	4	4	5	4	5	4	4
	3B - Earth and Atmosphere	4	4	4	5	4	8	4	4
III - Science and Society	Standard 1 -- Science and Society	4	4	4	4	4	4	4	5
	1A - Science and Society	4	4	4	4	4	4	4	5
		48	62	48	62	48	64	47	60

Table A.3.2 English Science Items & Points by Standard/Benchmark (Grades 7-9)

Science		Grade 7		Grade 8		Grade 9	
STRAND	Standards Benchmarks	Total Items	Total Points	Total Items	Total Points	Total Items	Total Points
I - Scientific Thinking & Practice	Standard 1 – Scientific investigations, using scientific inquiry	12	17	12	18	12	16
	1A - Scientific Method	4	6	4	10	4	4
	1B - Scientific Thinking	4	7	4	4	4	4
	1C - Mathematical Skills	4	4	4	4	4	8
II - Content of Science	Standard 1 – Physical Science	12	20	12	14	12	16
	1A - Matter	4	7	4	4	4	4
	1B - Energy	4	8	4	4	4	8
	1C - Force and Motion	4	5	4	6	4	4
	Standard 2 -- Life Science	12	14	12	21	12	20
	2A - Form and Function	4	5	4	11	4	7
	2B - Comparing Organism Traits	4	4	4	5	4	8
	2C - The Human Body	4	5	4	5	4	5
	Standard 3 -- Earth and Space Science	8	9	8	8	8	10
	3A - Solar System	4	5	4	4	4	5
	3B - Earth and Atmosphere	4	4	4	4	4	5
III - Science and Society	Standard 1 -- Science and Society	4	4	4	5	4	4
	1A - Science and Society	4	4	4	5	4	4
		48	64	48	66	48	66

Table A.4.1 Spanish Mathematics Items & Points by Standard/Benchmark (Grades 3-5)

Math	Grade 3			Grade 4			Grade 5		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Numbers & Operations Benchmarks 1A - Number Sense 1B - Operations 1C - Computation and Estimation		17	21		12	15		10	17
	A	5	6	A	5	6	A	3	5
	B	8	9	B	4	5	B	4	5
	C	4	6	C	3	4	C	3	7
Standard 2 Algebra Benchmarks 2A - Patterns & Functions 2B - Algebraic Symbols 2C - Modeling Relationships 2D - Analyzing Changes		12	17		18	24		17	20
	A	4	5	A	4	4	A	6	6
	B	4	4	B	4	4	B	2	4
	C/D	4	8	C	4	5	C	5	5
				D	6	11	D	4	5
Standard 3 Geometry Benchmarks 3A - Analyzing Shapes 3B - Coordinate Geometry 3C - Transformations and Symmetry 3D - Spatial Sense and Modeling		11	14		13	15		13	21
	A	3	6	A	6	7	A/B/C	9	14
	B/C	5	5	B/C	3	3	D	4	7
	D	3	3	D	4	5			
Standard 4 Measurement Benchmarks 4A - Measurement Systems 4B - Applied Measurement		10	13		8	11		3	4
	A	4	6	A	3	5	A/B	3	4
	B	6	7	B	5	6			
Standard 5 Data Analysis & Probability Benchmarks 5A - Data Collection and Representation 5B - Statistical Methods 5C - Data Analysis 5D - Probability		9	14		9	16		16	22
	A/B/C	4	9	A/B/C	5	10	A	4	9
	D	5	5	D	4	6	B	4	5
							C	3	3
							D	5	5
Total Items/Points		59	79		60	81		59	84

Table A.4.2 Spanish Mathematics Items & Points by Standard/Benchmark (Grades 6-8)

Math	Grade 6			Grade 7			Grade 8		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Numbers & Operations Benchmarks 1A - Number Sense 1B - Operations 1C - Computation and Estimation		12	17		11	16		3	3
	A	3	4	A	2	2	A/B/C	3	3
	B	4	6	B	3	8			
	C	5	7	C	6	6			
Standard 2 Algebra Benchmarks 2A - Patterns & Functions 2B - Algebraic Symbols 2C - Modeling Relationships 2D - Analyzing Changes		15	20		16	20		20	30
	A	4	8	A	5	6	A	5	8
	B	4	4	B	4	5	B	4	5
	C	3	4	C	4	5	C	5	10
	D	4	4	D	3	4	D	6	7
Standard 3 Geometry Benchmarks 3A - Analyzing Shapes 3B - Coordinate Geometry 3C - Transformations and Symmetry 3D - Spatial Sense and Modeling		14	21		14	21		15	21
	A/B/C	11	18	A/B/C	10	15	A/B/C	11	13
	D	3	3	D	4	6	D	4	8
Standard 4 Measurement Benchmarks 4A - Measurement Systems 4B - Applied Measurement		5	7		4	8		6	8
	A/B	5	7	A/B	4	8	A/B	6	8
Standard 5 Data Analysis & Probability Benchmarks 5A - Data Collection and Representation 5B - Statistical Methods 5C - Data Analysis 5D - Probability		16	22		16	22		16	25
	A	3	4	A	4	4	A	4	5
	B	4	4	B	4	6	B	5	8
	C	5	9	C	4	7	C	4	8
	D	4	5	D	4	5	D	3	4
Total Items/Points		62	87		61	87		60	87

Table A.4.3 Spanish Mathematics Items & Points by Standard/Benchmark (Grade 9)

Math	Grade 9		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points
Standard 1 Algebra Benchmarks 1A - Algebraic Symbols 1B - Algebra & Graphs 1C - Algebraic Relationships 1D - Analyzing Changes		25	36
	A	8	8
	B	5	8
	C	6	13
	D	6	7
Standard 2 Geometry Benchmarks 2A - Analyzing Shapes 2B - Coordinate Geometry 2C - Transformations and Symmetry 2D - Spatial Sense and Modeling		18	28
	A	6	11
	B	2	3
	C	4	4
	D	6	10
Standard 3 Data Analysis & Probability Benchmarks 3A - Data Collection and Representation 3B - Statistical Methods 3C - Data Analysis 3D - Probability		21	26
	A	7	8
	B	4	5
	C	4	6
	D	6	7
Total Items/Points		64	90

Table A.5.1 Spanish Reading Items & Points by Standard/Benchmark (Grades 3-6)

Reading	Grade 3			Grade 4			Grade 5			Grade 6		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Read for Comprehension Benchmarks 1A - Reading for Information 1B - Using Resources 1C - Critical Thinking 1D - Reading Strategies		33	39		34	41		43	53		44	62
	1A	16	17	1A	11	12	1A	0	0	1A	8	9
	1B	3	4	1B	4	5	1B	1	4	1B	10	14
	1C	8	12	1C	11	13	1C	20	26	1C	13	20
	1D	6	6	1D	8	11	1D	22	23	1D	13	19
Standard 3 Use Literature and Media Benchmarks 3A - Literature Across Cultures 3B - Purposes of Literature		14	28		13	26		7	17		6	8
	3A	5	15	3A	6	17	3B	7	17	3B	6	8
	3B	9	13	3B	7	9						
		47	67		47	67		50	70		50	70

Table A.5.2 Spanish Reading Items & Points by Standard/Benchmark (Grades 7-9)

Reading	Grade 7			Grade 8			Grade 9		
Standard Benchmarks	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points	Std/ Bmk	Total Items	Total Points
Standard 1 Read for Comprehension Benchmarks 1A - Reading for Information 1B - Using Resources 1C - Critical Thinking 1D - Reading Strategies		49	59		41	58		44	53
	1A	19	24	1B	11	13	1B	6	6
	1B	7	9				1C	20	28
	1C	14	17	1C	14	29	1D	18	19
Standard 3 Use Literature and Media Benchmarks 3A - Literature Across Cultures 3B - Purposes of Literature	1D	9	9	1D	16	16			
		4	14		14	17		10	19
	3B	4	14	3B	14	17	3B	10	19
		53	73		55	75		54	72

Table A.6.1 Spanish Science Items & Points by Standard/Benchmark (Grades 3-6)

Science		Grade 3		Grade 4		Grade 5		Grade 6	
STRAND	Standards Benchmarks	Total Items	Total Points	Total Items	Total Points	Total Items	Total Points	Total Items	Total Points
I - Scientific Thinking & Practice	Standard 1 -- Scientific investigations, using scientific inquiry	12	17	12	14	11	12	11	13
	1A - Scientific Method	4	7	4	4	4	5	4	4
	1B - Scientific Thinking	4	5	4	4	3	3	3	3
	1C - Mathematical Skills	4	5	4	6	4	4	4	6
II - Content of Science	Standard 1 -- Physical Science	12	17	11	17	11	19	10	10
	1A - Matter	4	9	3	4	4	11	4	4
	1B - Energy	4	4	4	5	3	3	4	4
	1C - Force and Motion	4	4	4	8	4	5	2	2
	Standard 2 -- Life Science	11	15	12	16	12	14	12	22
	2A - Form and Function	4	4	4	4	4	5	4	7
	2B - Comparing Organism Traits	4	7	4	7	4	4	4	5
	2C - The Human Body	3	4	4	5	4	5	4	10
	Standard 3 -- Earth and Space Science	8	8	8	10	8	13	8	8
	3A - Solar System	4	4	4	5	4	5	4	4
	3B - Earth and Atmosphere	4	4	4	5	4	8	4	4
III - Science and Society	Standard 1 -- Science and Society	4	4	4	4	4	4	4	5
	1A - Science and Society	4	4	4	4	4	4	4	5
		47	61	47	61	46	62	45	58

Table A.6.2 Spanish Science Items & Points by Standard/Benchmark (Grades 7-9)

Science		Grade 7		Grade 8		Grade 9	
STRAND	Standards Benchmarks	Total Items	Total Points	Total Items	Total Points	Total Items	Total Points
I - Scientific Thinking & Practice	Standard 1 -- Scientific investigations, using scientific inquiry	12	17	11	17	11	15
	1A - Scientific Method	4	6	3	9	4	4
	1B - Scientific Thinking	4	7	4	4	3	3
	1C - Mathematical Skills	4	4	4	4	4	8
II - Content of Science	Standard 1 -- Physical Science	10	18	11	13	12	16
	1A - Matter	2	5	3	3	4	4
	1B - Energy	4	8	4	4	4	8
	1C - Force and Motion	4	5	4	6	4	4
	Standard 2 -- Life Science	12	14	11	20	12	20
	2A - Form and Function	4	5	4	11	4	7
	2B - Comparing Organism Traits	4	4	3	4	4	8
	2C - The Human Body	4	5	4	5	4	5
	Standard 3 -- Earth and Space Science	8	9	6	6	8	10
	3A - Solar System	4	5	3	3	4	5
	3B - Earth and Atmosphere	4	4	3	3	4	5
III - Science and Society	Standard 1 -- Science and Society	4	4	4	5	3	3
	1A - Science and Society	4	4	4	5	3	3
		46	62	43	61	46	64

Appendix B. Raw Score, Scale Score, and IRT SEM

Table B.1 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 3 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	399	64	335	463
1	442	36	406	478
2	467	26	441	493
3	483	21	462	504
4	494	19	475	513
5	503	17	486	520
6	511	16	495	527
7	518	15	503	533
8	524	14	510	538
9	529	13	516	542
10	534	13	521	547
11	539	12	527	551
12	543	12	531	555
13	547	12	535	559
14	551	11	540	562
15	554	11	543	565
16	558	11	547	569
17	561	11	550	572
18	564	10	554	574
19	567	10	557	577
20	570	10	560	580
21	573	10	563	583
22	576	10	566	586
23	579	10	569	589
24	581	9	572	590
25	584	9	575	593
26	586	9	577	595
27	589	9	580	598
28	591	9	582	600
29	594	9	585	603
30	596	9	587	605
31	598	9	589	607
32	600	9	591	609
33	602	9	593	611
34	605	9	596	614
35	607	9	598	616
36	609	9	600	618
37	611	9	602	620
38	613	9	604	622
39	615	9	606	624
40	617	9	608	626
41	620	9	611	629
42	622	9	613	631

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
43	624	9	615	633
44	626	9	617	635
45	628	9	619	637
46	630	9	621	639
47	633	9	624	642
48	635	9	626	644
49	637	9	628	646
50	639	9	630	648
51	642	9	633	651
52	644	9	635	653
53	646	9	637	655
54	649	9	640	658
55	651	9	642	660
56	654	9	645	663
57	656	10	646	666
58	659	10	649	669
59	662	10	652	672
60	665	10	655	675
61	668	10	658	678
62	671	11	660	682
63	674	11	663	685
64	677	11	666	688
65	681	12	669	693
66	685	12	673	697
67	689	13	676	702
68	694	13	681	707
69	700	14	686	714
70	706	15	691	721
71	713	17	696	730
72	723	20	703	743
73	737	24	713	761
74	760	34	726	794
75	801	64	737	865

Table B.2 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 4 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	413	64	349	477
1	457	36	421	493
2	483	26	457	509
3	499	22	477	521
4	510	19	491	529
5	520	17	503	537
6	528	16	512	544

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
7	535	15	520	550
8	541	14	527	555
9	546	13	533	559
10	551	13	538	564
11	556	12	544	568
12	560	12	548	572
13	564	12	552	576
14	568	11	557	579
15	571	11	560	582
16	574	11	563	585
17	578	11	567	589
18	581	10	571	591
19	584	10	574	594
20	587	10	577	597
21	589	10	579	599
22	592	10	582	602
23	595	10	585	605
24	597	9	588	606
25	600	9	591	609
26	602	9	593	611
27	605	9	596	614
28	607	9	598	616
29	610	9	601	619
30	612	9	603	621
31	614	9	605	623
32	616	9	607	625
33	619	9	610	628
34	621	9	612	630
35	623	9	614	632
36	626	9	617	635
37	628	9	619	637
38	630	9	621	639
39	632	9	623	641
40	635	9	626	644
41	637	9	628	646
42	639	9	630	648
43	642	9	633	651
44	644	9	635	653
45	647	9	638	656
46	649	9	640	658
47	651	9	642	660
48	654	9	645	663
49	656	9	647	665
50	659	9	650	668

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
51	662	10	652	672
52	664	10	654	674
53	667	10	657	677
54	669	10	659	679
55	672	10	662	682
56	675	10	665	685
57	678	10	668	688
58	681	10	671	691
59	684	10	674	694
60	686	10	676	696
61	690	10	680	700
62	693	10	683	703
63	696	11	685	707
64	699	11	688	710
65	702	11	691	713
66	706	11	695	717
67	710	11	699	721
68	713	12	701	725
69	718	12	706	730
70	722	13	709	735
71	727	13	714	740
72	732	14	718	746
73	739	16	723	755
74	747	17	730	764
75	757	20	737	777
76	771	25	746	796
77	795	35	760	830
78	837	64	773	901

Table B.3 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 5 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	436	64	372	500
1	480	36	444	516
2	505	26	479	531
3	521	21	500	542
4	532	19	513	551
5	541	17	524	558
6	549	16	533	565
7	556	15	541	571
8	561	14	547	575
9	567	13	554	580
10	571	13	558	584
11	576	12	564	588

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
12	580	12	568	592
13	584	11	573	595
14	587	11	576	598
15	591	11	580	602
16	594	11	583	605
17	597	10	587	607
18	600	10	590	610
19	603	10	593	613
20	606	10	596	616
21	608	10	598	618
22	611	9	602	620
23	613	9	604	622
24	616	9	607	625
25	618	9	609	627
26	621	9	612	630
27	623	9	614	632
28	625	9	616	634
29	627	9	618	636
30	630	9	621	639
31	632	9	623	641
32	634	9	625	643
33	636	9	627	645
34	638	9	629	647
35	640	8	632	648
36	642	8	634	650
37	644	8	636	652
38	646	8	638	654
39	648	8	640	656
40	650	8	642	658
41	652	8	644	660
42	654	8	646	662
43	656	8	648	664
44	658	8	650	666
45	660	8	652	668
46	662	8	654	670
47	664	8	656	672
48	666	8	658	674
49	668	8	660	676
50	670	8	662	678
51	672	8	664	680
52	674	8	666	682
53	676	8	668	684
54	678	8	670	686
55	680	8	672	688
56	682	8	674	690
57	684	8	676	692

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
58	686	8	678	694
59	688	8	680	696
60	690	8	682	698
61	692	9	683	701
62	694	9	685	703
63	696	9	687	705
64	698	9	689	707
65	700	9	691	709
66	703	9	694	712
67	705	9	696	714
68	707	9	698	716
69	710	9	701	719
70	712	9	703	721
71	715	10	705	725
72	717	10	707	727
73	720	10	710	730
74	723	10	713	733
75	726	11	715	737
76	730	11	719	741
77	733	11	722	744
78	737	12	725	749
79	741	13	728	754
80	746	13	733	759
81	752	14	738	766
82	758	16	742	774
83	766	18	748	784
84	776	20	756	796
85	790	25	765	815
86	814	35	779	849
87	856	64	792	920

Table B.4 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 6 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	457	64	393	521
1	500	36	464	536
2	526	26	500	552
3	541	21	520	562
4	552	19	533	571
5	561	17	544	578
6	569	15	554	584
7	575	14	561	589
8	581	14	567	595
9	586	13	573	599
10	590	12	578	602

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
11	595	12	583	607
12	599	12	587	611
13	602	11	591	613
14	606	11	595	617
15	609	11	598	620
16	612	10	602	622
17	615	10	605	625
18	618	10	608	628
19	621	10	611	631
20	623	9	614	632
21	626	9	617	635
22	628	9	619	637
23	631	9	622	640
24	633	9	624	642
25	635	9	626	644
26	637	9	628	646
27	639	9	630	648
28	641	8	633	649
29	644	8	636	652
30	646	8	638	654
31	647	8	639	655
32	649	8	641	657
33	651	8	643	659
34	653	8	645	661
35	655	8	647	663
36	657	8	649	665
37	659	8	651	667
38	660	8	652	668
39	662	8	654	670
40	664	8	656	672
41	666	8	658	674
42	667	8	659	675
43	669	8	661	677
44	671	8	663	679
45	672	8	664	680
46	674	8	666	682
47	676	8	668	684
48	678	8	670	686
49	679	8	671	687
50	681	8	673	689
51	683	8	675	691
52	684	8	676	692
53	686	8	678	694
54	688	8	680	696
55	689	8	681	697
56	691	8	683	699

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
57	693	8	685	701
58	695	8	687	703
59	697	8	689	705
60	698	8	690	706
61	700	8	692	708
62	702	8	694	710
63	704	8	696	712
64	706	8	698	714
65	708	8	700	716
66	710	9	701	719
67	712	9	703	721
68	715	9	706	724
69	717	9	708	726
70	719	9	710	728
71	722	9	713	731
72	724	10	714	734
73	727	10	717	737
74	730	10	720	740
75	733	11	722	744
76	736	11	725	747
77	740	11	729	751
78	744	12	732	756
79	748	13	735	761
80	753	13	740	766
81	758	14	744	772
82	765	16	749	781
83	773	17	756	790
84	783	20	763	803
85	797	25	772	822
86	821	35	786	856
87	863	64	799	927

Table B.5 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 7 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	477	64	413	541
1	520	36	484	556
2	546	25	521	571
3	561	21	540	582
4	572	19	553	591
5	581	17	564	598
6	588	15	573	603
7	595	15	580	610
8	600	14	586	614
9	605	13	592	618

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
10	610	13	597	623
11	615	12	603	627
12	619	12	607	631
13	622	11	611	633
14	626	11	615	637
15	629	11	618	640
16	633	11	622	644
17	636	10	626	646
18	639	10	629	649
19	641	10	631	651
20	644	10	634	654
21	647	10	637	657
22	649	9	640	658
23	652	9	643	661
24	654	9	645	663
25	657	9	648	666
26	659	9	650	668
27	661	9	652	670
28	664	9	655	673
29	666	9	657	675
30	668	9	659	677
31	670	8	662	678
32	672	8	664	680
33	674	8	666	682
34	676	8	668	684
35	678	8	670	686
36	679	8	671	687
37	681	8	673	689
38	683	8	675	691
39	685	8	677	693
40	687	8	679	695
41	688	8	680	696
42	690	8	682	698
43	692	8	684	700
44	693	8	685	701
45	695	8	687	703
46	697	7	690	704
47	698	7	691	705
48	700	7	693	707
49	701	7	694	708
50	703	7	696	710
51	704	7	697	711
52	706	7	699	713
53	708	7	701	715
54	709	7	702	716
55	711	7	704	718

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
56	712	7	705	719
57	714	8	706	722
58	716	8	708	724
59	717	8	709	725
60	719	8	711	727
61	721	8	713	729
62	722	8	714	730
63	724	8	716	732
64	726	8	718	734
65	728	8	720	736
66	730	8	722	738
67	731	8	723	739
68	733	8	725	741
69	736	9	727	745
70	738	9	729	747
71	740	9	731	749
72	742	9	733	751
73	745	9	736	754
74	747	9	738	756
75	750	10	740	760
76	753	10	743	763
77	756	10	746	766
78	759	11	748	770
79	762	11	751	773
80	766	12	754	778
81	770	12	758	782
82	775	13	762	788
83	780	14	766	794
84	787	16	771	803
85	794	18	776	812
86	805	20	785	825
87	819	25	794	844
88	843	35	808	878
89	886	64	822	950

Table B.6 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 8 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	493	64	429	557
1	536	35	501	571
2	561	25	536	586
3	576	21	555	597
4	586	18	568	604
5	595	17	578	612
6	602	15	587	617

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
7	608	14	594	622
8	614	13	601	627
9	619	13	606	632
10	623	12	611	635
11	627	12	615	639
12	631	11	620	642
13	635	11	624	646
14	638	11	627	649
15	641	10	631	651
16	644	10	634	654
17	647	10	637	657
18	650	10	640	660
19	652	10	642	662
20	655	9	646	664
21	657	9	648	666
22	660	9	651	669
23	662	9	653	671
24	664	9	655	673
25	666	9	657	675
26	669	9	660	678
27	671	8	663	679
28	673	8	665	681
29	675	8	667	683
30	677	8	669	685
31	679	8	671	687
32	680	8	672	688
33	682	8	674	690
34	684	8	676	692
35	686	8	678	694
36	688	8	680	696
37	690	8	682	698
38	691	8	683	699
39	693	8	685	701
40	695	8	687	703
41	697	8	689	705
42	699	8	691	707
43	700	8	692	708
44	702	8	694	710
45	704	8	696	712
46	706	8	698	714
47	707	8	699	715
48	709	8	701	717
49	711	8	703	719
50	713	8	705	721
51	715	8	707	723
52	717	8	709	725

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
53	719	8	711	727
54	720	8	712	728
55	722	8	714	730
56	724	8	716	732
57	726	8	718	734
58	728	8	720	736
59	730	9	721	739
60	733	9	724	742
61	735	9	726	744
62	737	9	728	746
63	739	9	730	748
64	741	9	732	750
65	744	9	735	753
66	746	9	737	755
67	748	9	739	757
68	751	9	742	760
69	753	9	744	762
70	756	10	746	766
71	758	10	748	768
72	761	10	751	771
73	764	10	754	774
74	767	10	757	777
75	770	10	760	780
76	773	11	762	784
77	777	11	766	788
78	780	11	769	791
79	784	12	772	796
80	788	12	776	800
81	793	13	780	806
82	798	14	784	812
83	804	15	789	819
84	811	17	794	828
85	820	19	801	839
86	832	22	810	854
87	848	27	821	875
88	877	38	839	915
89	924	66	858	990

Table B.7 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 9 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	506	64	442	570
1	549	36	513	585
2	574	26	548	600
3	590	21	569	611

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
4	601	19	582	620
5	610	17	593	627
6	618	16	602	634
7	624	15	609	639
8	630	14	616	644
9	635	13	622	648
10	640	13	627	653
11	645	12	633	657
12	649	12	637	661
13	653	12	641	665
14	657	11	646	668
15	660	11	649	671
16	664	11	653	675
17	667	11	656	678
18	670	10	660	680
19	673	10	663	683
20	676	10	666	686
21	679	10	669	689
22	682	10	672	692
23	685	10	675	695
24	687	10	677	697
25	690	9	681	699
26	693	9	684	702
27	695	9	686	704
28	697	9	688	706
29	700	9	691	709
30	702	9	693	711
31	704	9	695	713
32	707	9	698	716
33	709	9	700	718
34	711	9	702	720
35	713	9	704	722
36	715	9	706	724
37	717	8	709	725
38	719	8	711	727
39	721	8	713	729
40	723	8	715	731
41	725	8	717	733
42	727	8	719	735
43	729	8	721	737
44	731	8	723	739
45	733	8	725	741
46	735	8	727	743
47	736	8	728	744
48	738	8	730	746
49	740	8	732	748

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
50	742	8	734	750
51	744	8	736	752
52	745	8	737	753
53	747	8	739	755
54	749	8	741	757
55	751	8	743	759
56	753	8	745	761
57	754	8	746	762
58	756	8	748	764
59	758	8	750	766
60	760	8	752	768
61	762	8	754	770
62	764	8	756	772
63	766	8	758	774
64	768	9	759	777
65	770	9	761	779
66	773	9	764	782
67	775	9	766	784
68	777	9	768	786
69	780	9	771	789
70	782	10	772	792
71	785	10	775	795
72	788	10	778	798
73	791	10	781	801
74	794	11	783	805
75	797	11	786	808
76	801	12	789	813
77	805	12	793	817
78	810	13	797	823
79	815	14	801	829
80	821	15	806	836
81	828	17	811	845
82	837	18	819	855
83	848	21	827	869
84	863	26	837	889
85	889	36	853	925
86	933	64	869	997

Table B.8 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 3 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	421	64	357	485
1	464	36	428	500
2	489	26	463	515

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
3	504	21	483	525
4	515	19	496	534
5	524	17	507	541
6	532	15	517	547
7	538	14	524	552
8	544	14	530	558
9	549	13	536	562
10	553	12	541	565
11	558	12	546	570
12	562	12	550	574
13	565	11	554	576
14	569	11	558	580
15	572	11	561	583
16	576	10	566	586
17	579	10	569	589
18	582	10	572	592
19	585	10	575	595
20	587	10	577	597
21	590	10	580	600
22	593	10	583	603
23	595	9	586	604
24	598	9	589	607
25	600	9	591	609
26	602	9	593	611
27	605	9	596	614
28	607	9	598	616
29	609	9	600	618
30	612	9	603	621
31	614	9	605	623
32	616	9	607	625
33	618	9	609	627
34	620	9	611	629
35	623	9	614	632
36	625	9	616	634
37	627	9	618	636
38	629	9	620	638
39	631	9	622	640
40	634	9	625	643
41	636	9	627	645
42	638	9	629	647
43	640	9	631	649
44	643	9	634	652
45	645	9	636	654
46	648	9	639	657
47	650	10	640	660
48	653	10	643	663

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
49	656	10	646	666
50	659	10	649	669
51	662	11	651	673
52	665	11	654	676
53	669	11	658	680
54	672	11	661	683
55	676	12	664	688
56	680	12	668	692
57	685	13	672	698
58	689	13	676	702
59	695	14	681	709
60	700	15	685	715
61	707	16	691	723
62	715	17	698	732
63	724	19	705	743
64	735	21	714	756
65	751	26	725	777
66	777	36	741	813
67	820	64	756	884

Table B.9 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 4 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	419	64	355	483
1	462	36	426	498
2	487	26	461	513
3	503	21	482	524
4	514	19	495	533
5	523	17	506	540
6	531	16	515	547
7	537	15	522	552
8	543	14	529	557
9	548	13	535	561
10	553	13	540	566
11	558	12	546	570
12	562	12	550	574
13	566	12	554	578
14	570	11	559	581
15	573	11	562	584
16	577	11	566	588
17	580	11	569	591
18	583	10	573	593
19	586	10	576	596
20	589	10	579	599

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
21	592	10	582	602
22	595	10	585	605
23	598	10	588	608
24	600	10	590	610
25	603	10	593	613
26	606	10	596	616
27	608	9	599	617
28	611	9	602	620
29	613	9	604	622
30	616	9	607	625
31	618	9	609	627
32	621	9	612	630
33	623	9	614	632
34	626	9	617	635
35	628	9	619	637
36	631	9	622	640
37	633	9	624	642
38	636	9	627	645
39	638	10	628	648
40	641	10	631	651
41	644	10	634	654
42	646	10	636	656
43	649	10	639	659
44	652	10	642	662
45	655	10	645	665
46	657	10	647	667
47	660	10	650	670
48	663	10	653	673
49	667	11	656	678
50	670	11	659	681
51	673	11	662	684
52	677	11	666	688
53	680	11	669	691
54	684	12	672	696
55	688	12	676	700
56	692	12	680	704
57	697	13	684	710
58	702	13	689	715
59	707	14	693	721
60	713	15	698	728
61	719	16	703	735
62	727	17	710	744
63	735	19	716	754
64	747	21	726	768
65	762	26	736	788
66	787	36	751	823

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
67	830	64	766	894

Table B.10 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 5 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	432	64	368	496
1	475	36	439	511
2	500	26	474	526
3	516	21	495	537
4	527	19	508	546
5	536	17	519	553
6	544	16	528	560
7	551	15	536	566
8	557	14	543	571
9	562	14	548	576
10	567	13	554	580
11	572	13	559	585
12	577	12	565	589
13	581	12	569	593
14	585	12	573	597
15	589	11	578	600
16	592	11	581	603
17	596	11	585	607
18	599	11	588	610
19	603	11	592	614
20	606	11	595	617
21	609	10	599	619
22	612	10	602	622
23	615	10	605	625
24	618	10	608	628
25	621	10	611	631
26	624	10	614	634
27	627	10	617	637
28	630	10	620	640
29	633	10	623	643
30	635	10	625	645
31	638	10	628	648
32	641	10	631	651
33	644	10	634	654
34	647	10	637	657
35	650	10	640	660
36	652	10	642	662

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
37	655	10	645	665
38	658	10	648	668
39	661	10	651	671
40	664	10	654	674
41	667	10	657	677
42	670	10	660	680
43	673	10	663	683
44	676	11	665	687
45	680	11	669	691
46	683	11	672	694
47	686	11	675	697
48	690	11	679	701
49	693	11	682	704
50	697	11	686	708
51	701	12	689	713
52	705	12	693	717
53	709	12	697	721
54	713	12	701	725
55	717	13	704	730
56	722	13	709	735
57	727	13	714	740
58	732	14	718	746
59	738	14	724	752
60	744	15	729	759
61	750	16	734	766
62	758	17	741	775
63	767	19	748	786
64	778	21	757	799
65	794	26	768	820
66	820	36	784	856
67	863	64	799	927

Table B.II Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 6 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	440	64	376	504
1	483	36	447	519
2	508	26	482	534
3	524	21	503	545
4	535	19	516	554
5	544	17	527	561
6	551	15	536	566

7	557	14	543	571
8	563	14	549	577
9	568	13	555	581
10	573	12	561	585
11	577	12	565	589
12	581	12	569	593
13	584	11	573	595
14	588	11	577	599
15	591	11	580	602
16	594	10	584	604
17	597	10	587	607
18	600	10	590	610
19	603	10	593	613
20	606	10	596	616
21	609	10	599	619
22	611	10	601	621
23	614	9	605	623
24	616	9	607	625
25	619	9	610	628
26	621	9	612	630
27	624	9	615	633
28	626	9	617	635
29	629	9	620	638
30	631	9	622	640
31	634	9	625	643
32	636	9	627	645
33	638	9	629	647
34	641	9	632	650
35	643	9	634	652
36	645	9	636	654
37	648	9	639	657
38	650	9	641	659
39	653	9	644	662
40	655	9	646	664
41	658	9	649	667
42	660	9	651	669
43	663	10	653	673
44	665	10	655	675
45	668	10	658	678
46	671	10	661	681
47	674	10	664	684
48	676	10	666	686
49	679	10	669	689
50	682	10	672	692
51	685	10	675	695
52	689	11	678	700
53	692	11	681	703
54	695	11	684	706
55	699	11	688	710

56	703	12	691	715
57	707	12	695	719
58	711	12	699	723
59	715	13	702	728
60	720	13	707	733
61	725	14	711	739
62	730	14	716	744
63	737	15	722	752
64	743	16	727	759
65	751	17	734	768
66	760	19	741	779
67	772	21	751	793
68	787	26	761	813
69	813	36	777	849
70	856	64	792	920

Table B.12 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 7 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	458	64	394	522
1	501	36	465	537
2	527	26	501	553
3	542	21	521	563
4	554	19	535	573
5	563	17	546	580
6	570	16	554	586
7	577	15	562	592
8	583	14	569	597
9	588	13	575	601
10	593	13	580	606
11	598	12	586	610
12	602	12	590	614
13	606	12	594	618
14	610	12	598	622
15	614	11	603	625
16	617	11	606	628
17	621	11	610	632
18	624	11	613	635
19	628	11	617	639
20	631	10	621	641
21	634	10	624	644
22	637	10	627	647
23	640	10	630	650
24	643	10	633	653
25	646	10	636	656
26	649	10	639	659

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
27	651	10	641	661
28	654	10	644	664
29	657	10	647	667
30	660	10	650	670
31	663	10	653	673
32	665	10	655	675
33	668	10	658	678
34	671	10	661	681
35	674	10	664	684
36	677	10	667	687
37	679	10	669	689
38	682	10	672	692
39	685	10	675	695
40	688	10	678	698
41	691	10	681	701
42	694	10	684	704
43	697	10	687	707
44	700	10	690	710
45	703	10	693	713
46	706	10	696	716
47	709	11	698	720
48	712	11	701	723
49	716	11	705	727
50	719	11	708	730
51	723	11	712	734
52	726	11	715	737
53	730	11	719	741
54	734	12	722	746
55	737	12	725	749
56	742	12	730	754
57	746	12	734	758
58	750	13	737	763
59	755	13	742	768
60	760	14	746	774
61	766	14	752	780
62	772	15	757	787
63	779	16	763	795
64	787	17	770	804
65	796	19	777	815
66	807	21	786	828
67	823	26	797	849
68	849	36	813	885
69	892	64	828	956

Table B.13 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 8 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	462	64	398	526
1	505	36	469	541
2	531	26	505	557
3	547	22	525	569
4	558	19	539	577
5	568	17	551	585
6	576	16	560	592
7	583	15	568	598
8	589	14	575	603
9	595	14	581	609
10	600	13	587	613
11	605	13	592	618
12	610	13	597	623
13	614	12	602	626
14	618	12	606	630
15	623	12	611	635
16	626	12	614	638
17	630	11	619	641
18	634	11	623	645
19	637	11	626	648
20	641	11	630	652
21	644	11	633	655
22	647	11	636	658
23	651	11	640	662
24	654	10	644	664
25	657	10	647	667
26	660	10	650	670
27	663	10	653	673
28	666	10	656	676
29	669	10	659	679
30	671	10	661	681
31	674	10	664	684
32	677	10	667	687
33	680	10	670	690
34	683	10	673	693
35	685	10	675	695
36	688	10	678	698
37	691	10	681	701
38	693	10	683	703
39	696	10	686	706
40	699	10	689	709
41	702	10	692	712
42	704	10	694	714
43	707	10	697	717
44	710	10	700	720
45	713	10	703	723

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	715	10	705	725
47	718	10	708	728
48	721	10	711	731
49	724	10	714	734
50	727	10	717	737
51	730	10	720	740
52	733	11	722	744
53	737	11	726	748
54	740	11	729	751
55	743	11	732	754
56	747	11	736	758
57	751	12	739	763
58	755	12	743	767
59	759	13	746	772
60	764	13	751	777
61	769	14	755	783
62	775	14	761	789
63	781	15	766	796
64	788	17	771	805
65	797	18	779	815
66	808	21	787	829
67	824	25	799	849
68	849	36	813	885
69	892	64	828	956

Table B.14 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 9 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	469	64	405	533
1	512	36	476	548
2	538	26	512	564
3	553	21	532	574
4	564	19	545	583
5	573	17	556	590
6	581	16	565	597
7	587	15	572	602
8	593	14	579	607
9	598	13	585	611
10	603	13	590	616
11	608	12	596	620
12	612	12	600	624
13	616	12	604	628
14	620	11	609	631
15	623	11	612	634

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
16	627	11	616	638
17	630	11	619	641
18	633	11	622	644
19	637	11	626	648
20	640	10	630	650
21	643	10	633	653
22	646	10	636	656
23	649	10	639	659
24	652	10	642	662
25	655	10	645	665
26	657	10	647	667
27	660	10	650	670
28	663	10	653	673
29	666	10	656	676
30	668	10	658	678
31	671	10	661	681
32	674	10	664	684
33	677	10	667	687
34	679	10	669	689
35	682	10	672	692
36	685	10	675	695
37	687	10	677	697
38	690	10	680	700
39	693	10	683	703
40	696	10	686	706
41	698	10	688	708
42	701	10	691	711
43	704	10	694	714
44	707	10	697	717
45	709	10	699	719
46	712	10	702	722
47	715	10	705	725
48	718	10	708	728
49	721	10	711	731
50	724	10	714	734
51	727	11	716	738
52	730	11	719	741
53	734	11	723	745
54	737	11	726	748
55	741	11	730	752
56	744	12	732	756
57	748	12	736	760
58	753	12	741	765
59	757	13	744	770
60	762	13	749	775
61	767	14	753	781

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
62	773	15	758	788
63	780	16	764	796
64	787	17	770	804
65	796	19	777	815
66	808	21	787	829
67	823	26	797	849
68	849	36	813	885
69	892	64	828	956

Table B.15 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 3 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	395	64	331	459
1	438	36	402	474
2	465	26	439	491
3	481	22	459	503
4	493	19	474	512
5	502	18	484	520
6	510	16	494	526
7	518	15	503	533
8	524	15	509	539
9	530	14	516	544
10	536	14	522	550
11	541	13	528	554
12	546	13	533	559
13	550	13	537	563
14	555	12	543	567
15	559	12	547	571
16	563	12	551	575
17	567	12	555	579
18	571	12	559	583
19	575	11	564	586
20	579	11	568	590
21	582	11	571	593
22	586	11	575	597
23	590	11	579	601
24	593	11	582	604
25	596	11	585	607
26	600	11	589	611
27	603	11	592	614
28	607	11	596	618
29	610	11	599	621
30	613	11	602	624
31	617	11	606	628

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
32	620	11	609	631
33	623	11	612	634
34	626	11	615	637
35	630	11	619	641
36	633	11	622	644
37	636	11	625	647
38	640	11	629	651
39	643	11	632	654
40	646	11	635	657
41	649	11	638	660
42	653	11	642	664
43	656	11	645	667
44	660	11	649	671
45	663	11	652	674
46	666	11	655	677
47	670	11	659	681
48	674	11	663	685
49	677	11	666	688
50	681	12	669	693
51	685	12	673	697
52	689	12	677	701
53	694	13	681	707
54	698	13	685	711
55	704	14	690	718
56	709	15	694	724
57	716	16	700	732
58	724	17	707	741
59	734	20	714	754
60	747	24	723	771
61	771	34	737	805
62	812	64	748	876

Table B.16 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 4 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	408	64	344	472
1	452	36	416	488
2	477	26	451	503
3	493	22	471	515
4	505	19	486	524
5	514	17	497	531
6	522	16	506	538
7	529	15	514	544
8	536	15	521	551

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
9	541	14	527	555
10	547	13	534	560
11	552	13	539	565
12	556	13	543	569
13	561	12	549	573
14	565	12	553	577
15	569	12	557	581
16	573	12	561	585
17	577	12	565	589
18	581	11	570	592
19	585	11	574	596
20	588	11	577	599
21	592	11	581	603
22	595	11	584	606
23	598	11	587	609
24	602	11	591	613
25	605	11	594	616
26	608	11	597	619
27	612	11	601	623
28	615	10	605	625
29	618	10	608	628
30	621	10	611	631
31	624	10	614	634
32	627	10	617	637
33	630	10	620	640
34	633	10	623	643
35	636	10	626	646
36	639	10	629	649
37	642	10	632	652
38	645	10	635	655
39	648	10	638	658
40	651	10	641	661
41	654	10	644	664
42	657	11	646	668
43	661	11	650	672
44	664	11	653	675
45	667	11	656	678
46	671	11	660	682
47	675	11	664	686
48	678	12	666	690
49	682	12	670	694
50	687	12	675	699
51	691	13	678	704
52	696	13	683	709
53	701	14	687	715
54	707	14	693	721

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
55	713	15	698	728
56	720	16	704	736
57	729	18	711	747
58	739	20	719	759
59	751	22	729	773
60	768	27	741	795
61	796	37	759	833
62	841	65	776	906

Table B.17 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 5 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	445	64	381	509
1	488	36	452	524
2	514	26	488	540
3	530	21	509	551
4	541	19	522	560
5	551	17	534	568
6	558	16	542	574
7	565	15	550	580
8	571	14	557	585
9	576	13	563	589
10	581	13	568	594
11	586	12	574	598
12	590	12	578	602
13	594	12	582	606
14	598	11	587	609
15	602	11	591	613
16	605	11	594	616
17	609	11	598	620
18	612	11	601	623
19	615	10	605	625
20	618	10	608	628
21	621	10	611	631
22	624	10	614	634
23	626	10	616	636
24	629	10	619	639
25	632	10	622	642
26	635	10	625	645
27	637	9	628	646
28	640	9	631	649
29	642	9	633	651
30	644	9	635	653
31	647	9	638	656

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
32	649	9	640	658
33	652	9	643	661
34	654	9	645	663
35	656	9	647	665
36	658	9	649	667
37	661	9	652	670
38	663	9	654	672
39	665	9	656	674
40	668	9	659	677
41	670	9	661	679
42	672	9	663	681
43	675	9	666	684
44	677	9	668	686
45	680	10	670	690
46	683	10	673	693
47	686	10	676	696
48	688	10	678	698
49	692	11	681	703
50	695	11	684	706
51	698	11	687	709
52	702	12	690	714
53	706	12	694	718
54	710	13	697	723
55	715	13	702	728
56	720	14	706	734
57	726	15	711	741
58	732	16	716	748
59	740	17	723	757
60	749	19	730	768
61	760	21	739	781
62	775	25	750	800
63	800	35	765	835
64	842	64	778	906

Table B.18 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 6 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	444	64	380	508
1	487	36	451	523
2	513	26	487	539
3	529	22	507	551
4	540	19	521	559
5	550	17	533	567
6	558	16	542	574

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
7	565	15	550	580
8	571	14	557	585
9	577	14	563	591
10	582	13	569	595
11	587	13	574	600
12	591	13	578	604
13	596	12	584	608
14	600	12	588	612
15	604	12	592	616
16	608	11	597	619
17	611	11	600	622
18	615	11	604	626
19	618	11	607	629
20	622	11	611	633
21	625	11	614	636
22	628	11	617	639
23	631	11	620	642
24	635	10	625	645
25	638	10	628	648
26	641	10	631	651
27	644	10	634	654
28	647	10	637	657
29	650	10	640	660
30	653	10	643	663
31	656	10	646	666
32	659	10	649	669
33	662	10	652	672
34	665	10	655	675
35	668	10	658	678
36	671	10	661	681
37	674	10	664	684
38	677	10	667	687
39	680	11	669	691
40	683	11	672	694
41	687	11	676	698
42	690	11	679	701
43	693	11	682	704
44	697	11	686	708
45	700	11	689	711
46	704	11	693	715
47	708	12	696	720
48	712	12	700	724
49	716	12	704	728
50	721	13	708	734
51	725	13	712	738
52	731	14	717	745

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
53	737	15	722	752
54	743	16	727	759
55	751	17	734	768
56	761	19	742	780
57	773	22	751	795
58	790	27	763	817
59	819	38	781	857
60	865	66	799	931

Table B.19 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 7 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	456	64	392	520
1	499	36	463	535
2	525	26	499	551
3	540	21	519	561
4	552	19	533	571
5	561	17	544	578
6	568	16	552	584
7	575	15	560	590
8	581	14	567	595
9	586	13	573	599
10	591	13	578	604
11	596	12	584	608
12	600	12	588	612
13	604	12	592	616
14	608	12	596	620
15	612	11	601	623
16	615	11	604	626
17	619	11	608	630
18	622	11	611	633
19	626	11	615	637
20	629	11	618	640
21	632	10	622	642
22	635	10	625	645
23	638	10	628	648
24	641	10	631	651
25	644	10	634	654
26	647	10	637	657
27	650	10	640	660
28	652	10	642	662
29	655	10	645	665
30	658	10	648	668
31	661	10	651	671

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
32	664	10	654	674
33	666	10	656	676
34	669	10	659	679
35	672	10	662	682
36	675	10	665	685
37	678	10	668	688
38	681	10	671	691
39	684	10	674	694
40	687	10	677	697
41	690	10	680	700
42	693	10	683	703
43	696	11	685	707
44	699	11	688	710
45	703	11	692	714
46	706	11	695	717
47	710	11	699	721
48	713	11	702	724
49	717	12	705	729
50	721	12	709	733
51	725	12	713	737
52	729	12	717	741
53	733	13	720	746
54	738	13	725	751
55	743	13	730	756
56	748	14	734	762
57	754	14	740	768
58	760	15	745	775
59	768	16	752	784
60	776	18	758	794
61	786	20	766	806
62	801	25	776	826
63	825	35	790	860
64	866	64	802	930

Table B.20 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 8 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	480	64	416	544
1	522	35	487	557
2	548	25	523	573
3	563	21	542	584
4	574	18	556	592
5	583	17	566	600

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
6	590	15	575	605
7	596	14	582	610
8	602	14	588	616
9	607	13	594	620
10	612	12	600	624
11	616	12	604	628
12	620	12	608	632
13	624	11	613	635
14	628	11	617	639
15	631	11	620	642
16	634	11	623	645
17	637	10	627	647
18	640	10	630	650
19	643	10	633	653
20	646	10	636	656
21	649	10	639	659
22	652	10	642	662
23	654	10	644	664
24	657	10	647	667
25	660	10	650	670
26	662	9	653	671
27	665	9	656	674
28	667	9	658	676
29	670	9	661	679
30	672	9	663	681
31	675	9	666	684
32	677	9	668	686
33	680	9	671	689
34	682	9	673	691
35	685	9	676	694
36	687	9	678	696
37	690	9	681	699
38	692	9	683	701
39	695	10	685	705
40	698	10	688	708
41	700	10	690	710
42	703	10	693	713
43	706	10	696	716
44	708	10	698	718
45	711	10	701	721
46	714	10	704	724
47	717	10	707	727
48	720	10	710	730
49	723	11	712	734

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
50	727	11	716	738
51	730	11	719	741
52	734	11	723	745
53	737	12	725	749
54	741	12	729	753
55	745	12	733	757
56	750	13	737	763
57	754	13	741	767
58	760	14	746	774
59	766	15	751	781
60	772	16	756	788
61	780	17	763	797
62	789	19	770	808
63	801	22	779	823
64	818	26	792	844
65	845	36	809	881
66	889	65	824	954

Table B.21 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (English Grade 9 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	490	64	426	554
1	534	36	498	570
2	559	26	533	585
3	575	21	554	596
4	587	19	568	606
5	596	17	579	613
6	604	16	588	620
7	611	15	596	626
8	617	14	603	631
9	622	14	608	636
10	628	13	615	641
11	632	13	619	645
12	637	12	625	649
13	641	12	629	653
14	645	12	633	657
15	649	11	638	660
16	653	11	642	664
17	656	11	645	667
18	659	11	648	670
19	663	11	652	674
20	666	10	656	676
21	669	10	659	679

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
22	672	10	662	682
23	675	10	665	685
24	678	10	668	688
25	681	10	671	691
26	684	10	674	694
27	686	10	676	696
28	689	10	679	699
29	692	10	682	702
30	694	10	684	704
31	697	10	687	707
32	700	9	691	709
33	702	9	693	711
34	705	9	696	714
35	707	9	698	716
36	710	9	701	719
37	712	9	703	721
38	715	9	706	724
39	717	9	708	726
40	720	9	711	729
41	722	9	713	731
42	724	9	715	733
43	727	9	718	736
44	729	9	720	738
45	732	10	722	742
46	735	10	725	745
47	737	10	727	747
48	740	10	730	750
49	743	10	733	753
50	746	10	736	756
51	749	10	739	759
52	752	11	741	763
53	755	11	744	766
54	759	11	748	770
55	763	12	751	775
56	767	12	755	779
57	771	13	758	784
58	776	13	763	789
59	782	14	768	796
60	788	15	773	803
61	795	17	778	812
62	804	18	786	822
63	815	21	794	836
64	830	26	804	856
65	855	36	819	891
66	898	64	834	962

Table B.22 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 3 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	401	64	337	465
1	444	35	409	479
2	470	25	445	495
3	485	21	464	506
4	496	18	478	514
5	505	17	488	522
6	512	15	497	527
7	519	15	504	534
8	524	14	510	538
9	529	13	516	542
10	534	13	521	547
11	538	12	526	550
12	542	12	530	554
13	546	11	535	557
14	550	11	539	561
15	553	11	542	564
16	556	11	545	567
17	560	10	550	570
18	563	10	553	573
19	565	10	555	575
20	568	10	558	578
21	571	10	561	581
22	573	9	564	582
23	576	9	567	585
24	578	9	569	587
25	581	9	572	590
26	583	9	574	592
27	585	9	576	594
28	588	9	579	597
29	590	9	581	599
30	592	9	583	601
31	594	9	585	603
32	596	8	588	604
33	598	8	590	606
34	600	8	592	608
35	602	8	594	610
36	604	8	596	612
37	606	8	598	614
38	608	8	600	616
39	610	8	602	618
40	612	8	604	620
41	614	8	606	622
42	616	8	608	624
43	618	8	610	626
44	620	8	612	628

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
45	622	8	614	630
46	624	8	616	632
47	626	8	618	634
48	628	8	620	636
49	630	8	622	638
50	632	8	624	640
51	634	8	626	642
52	636	9	627	645
53	638	9	629	647
54	640	9	631	649
55	642	9	633	651
56	644	9	635	653
57	647	9	638	656
58	649	9	640	658
59	651	9	642	660
60	654	9	645	663
61	656	10	646	666
62	659	10	649	669
63	662	10	652	672
64	665	10	655	675
65	668	10	658	678
66	671	11	660	682
67	674	11	663	685
68	677	11	666	688
69	681	11	670	692
70	685	12	673	697
71	689	12	677	701
72	694	13	681	707
73	699	14	685	713
74	705	15	690	720
75	712	17	695	729
76	722	19	703	741
77	735	24	711	759
78	757	34	723	791
79	798	63	735	861

Table B.23 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 4 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	416	64	352	480
1	459	35	424	494
2	484	25	459	509
3	499	21	478	520
4	510	18	492	528
5	519	17	502	536

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
6	527	15	512	542
7	533	14	519	547
8	538	14	524	552
9	543	13	530	556
10	548	12	536	560
11	552	12	540	564
12	556	12	544	568
13	560	11	549	571
14	563	11	552	574
15	567	11	556	578
16	570	10	560	580
17	573	10	563	583
18	576	10	566	586
19	578	10	568	588
20	581	10	571	591
21	584	9	575	593
22	586	9	577	595
23	589	9	580	598
24	591	9	582	600
25	593	9	584	602
26	596	9	587	605
27	598	9	589	607
28	600	9	591	609
29	602	9	593	611
30	604	9	595	613
31	606	9	597	615
32	608	9	599	617
33	611	9	602	620
34	613	8	605	621
35	615	8	607	623
36	617	8	609	625
37	619	8	611	627
38	621	8	613	629
39	623	8	615	631
40	625	8	617	633
41	627	8	619	635
42	629	8	621	637
43	631	8	623	639
44	633	9	624	642
45	635	9	626	644
46	637	9	628	646
47	639	9	630	648
48	641	9	632	650
49	644	9	635	653
50	646	9	637	655
51	648	9	639	657

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
52	650	9	641	659
53	652	9	643	661
54	655	9	646	664
55	657	9	648	666
56	659	9	650	668
57	662	9	653	671
58	664	9	655	673
59	666	9	657	675
60	669	9	660	678
61	671	9	662	680
62	674	10	664	684
63	676	10	666	686
64	679	10	669	689
65	682	10	672	692
66	685	10	675	695
67	688	10	678	698
68	691	11	680	702
69	694	11	683	705
70	698	11	687	709
71	701	12	689	713
72	705	12	693	717
73	710	13	697	723
74	715	13	702	728
75	720	14	706	734
76	726	15	711	741
77	734	17	717	751
78	744	20	724	764
79	757	24	733	781
80	781	34	747	815
81	822	63	759	885

Table B.24 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 5 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	430	64	366	494
1	473	36	437	509
2	498	26	472	524
3	514	21	493	535
4	525	19	506	544
5	534	17	517	551
6	541	16	525	557
7	548	15	533	563
8	553	14	539	567
9	559	13	546	572
10	563	13	550	576

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
11	568	12	556	580
12	572	12	560	584
13	575	11	564	586
14	579	11	568	590
15	582	11	571	593
16	586	10	576	596
17	589	10	579	599
18	591	10	581	601
19	594	10	584	604
20	597	10	587	607
21	599	9	590	608
22	602	9	593	611
23	604	9	595	613
24	607	9	598	616
25	609	9	600	618
26	611	9	602	620
27	613	9	604	622
28	615	9	606	624
29	618	8	610	626
30	620	8	612	628
31	622	8	614	630
32	624	8	616	632
33	626	8	618	634
34	627	8	619	635
35	629	8	621	637
36	631	8	623	639
37	633	8	625	641
38	635	8	627	643
39	637	8	629	645
40	639	8	631	647
41	641	8	633	649
42	642	8	634	650
43	644	8	636	652
44	646	8	638	654
45	648	8	640	656
46	650	8	642	658
47	652	8	644	660
48	653	8	645	661
49	655	8	647	663
50	657	8	649	665
51	659	8	651	667
52	661	8	653	669
53	663	8	655	671
54	664	8	656	672
55	666	8	658	674
56	668	8	660	676

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
57	670	8	662	678
58	672	8	664	680
59	674	8	666	682
60	676	8	668	684
61	678	8	670	686
62	680	9	671	689
63	682	9	673	691
64	685	9	676	694
65	687	9	678	696
66	689	9	680	698
67	692	9	683	701
68	694	10	684	704
69	697	10	687	707
70	700	10	690	710
71	703	10	693	713
72	706	11	695	717
73	709	11	698	720
74	713	12	701	725
75	718	12	706	730
76	722	13	709	735
77	727	14	713	741
78	734	15	719	749
79	741	17	724	758
80	749	18	731	767
81	761	21	740	782
82	776	26	750	802
83	802	36	766	838
84	845	64	781	909

Table B.25 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 6 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	460	64	396	524
1	503	35	468	538
2	528	25	503	553
3	543	21	522	564
4	554	18	536	572
5	562	17	545	579
6	569	15	554	584
7	576	14	562	590
8	581	13	568	594
9	586	13	573	599
10	590	12	578	602
11	595	12	583	607
12	598	11	587	609

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
13	602	11	591	613
14	605	11	594	616
15	608	10	598	618
16	611	10	601	621
17	614	10	604	624
18	617	10	607	627
19	620	10	610	630
20	622	9	613	631
21	625	9	616	634
22	627	9	618	636
23	629	9	620	638
24	632	9	623	641
25	634	9	625	643
26	636	9	627	645
27	638	8	630	646
28	640	8	632	648
29	642	8	634	650
30	644	8	636	652
31	646	8	638	654
32	648	8	640	656
33	650	8	642	658
34	651	8	643	659
35	653	8	645	661
36	655	8	647	663
37	657	8	649	665
38	659	8	651	667
39	660	8	652	668
40	662	8	654	670
41	664	8	656	672
42	666	8	658	674
43	667	8	659	675
44	669	8	661	677
45	671	8	663	679
46	673	8	665	681
47	674	8	666	682
48	676	8	668	684
49	678	8	670	686
50	679	8	671	687
51	681	8	673	689
52	683	8	675	691
53	685	8	677	693
54	686	8	678	694
55	688	8	680	696
56	690	8	682	698
57	692	8	684	700
58	694	8	686	702

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
59	696	8	688	704
60	698	8	690	706
61	699	8	691	707
62	701	8	693	709
63	703	8	695	711
64	706	9	697	715
65	708	9	699	717
66	710	9	701	719
67	712	9	703	721
68	714	9	705	723
69	717	9	708	726
70	719	9	710	728
71	722	10	712	732
72	725	10	715	735
73	728	10	718	738
74	731	10	721	741
75	734	11	723	745
76	737	11	726	748
77	741	12	729	753
78	745	12	733	757
79	750	13	737	763
80	755	14	741	769
81	760	15	745	775
82	767	16	751	783
83	775	18	757	793
84	785	20	765	805
85	800	25	775	825
86	824	35	789	859
87	866	64	802	930

Table B.26 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 7 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	451	64	387	515
1	495	36	459	531
2	521	26	495	547
3	537	22	515	559
4	548	19	529	567
5	558	17	541	575
6	566	16	550	582
7	572	15	557	587
8	578	14	564	592
9	583	13	570	596
10	588	13	575	601
11	593	12	581	605

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
12	597	12	585	609
13	601	11	590	612
14	604	11	593	615
15	608	11	597	619
16	611	11	600	622
17	614	10	604	624
18	617	10	607	627
19	620	10	610	630
20	623	10	613	633
21	625	10	615	635
22	628	9	619	637
23	630	9	621	639
24	633	9	624	642
25	635	9	626	644
26	637	9	628	646
27	640	9	631	649
28	642	9	633	651
29	644	9	635	653
30	646	9	637	655
31	648	8	640	656
32	650	8	642	658
33	652	8	644	660
34	654	8	646	662
35	656	8	648	664
36	658	8	650	666
37	660	8	652	668
38	662	8	654	670
39	663	8	655	671
40	665	8	657	673
41	667	8	659	675
42	669	8	661	677
43	670	8	662	678
44	672	8	664	680
45	674	8	666	682
46	676	8	668	684
47	677	8	669	685
48	679	8	671	687
49	681	8	673	689
50	682	8	674	690
51	684	8	676	692
52	686	8	678	694
53	687	8	679	695
54	689	8	681	697
55	691	8	683	699
56	693	8	685	701
57	694	8	686	702

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
58	696	8	688	704
59	698	8	690	706
60	700	8	692	708
61	702	8	694	710
62	704	8	696	712
63	706	8	698	714
64	708	9	699	717
65	710	9	701	719
66	712	9	703	721
67	714	9	705	723
68	717	9	708	726
69	719	9	710	728
70	722	10	712	732
71	724	10	714	734
72	727	10	717	737
73	730	10	720	740
74	734	11	723	745
75	737	11	726	748
76	741	12	729	753
77	745	12	733	757
78	749	13	736	762
79	754	14	740	768
80	760	14	746	774
81	766	16	750	782
82	774	17	757	791
83	783	19	764	802
84	794	21	773	815
85	810	26	784	836
86	836	36	800	872
87	879	64	815	943

Table B.27 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 8 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	470	64	406	534
1	512	35	477	547
2	537	25	512	562
3	552	21	531	573
4	562	18	544	580
5	571	16	555	587
6	577	15	562	592
7	583	14	569	597
8	589	13	576	602
9	593	13	580	606
10	598	12	586	610

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
11	602	12	590	614
12	605	11	594	616
13	609	11	598	620
14	612	11	601	623
15	616	10	606	626
16	619	10	609	629
17	622	10	612	632
18	624	10	614	634
19	627	10	617	637
20	630	10	620	640
21	632	9	623	641
22	635	9	626	644
23	637	9	628	646
24	640	9	631	649
25	642	9	633	651
26	644	9	635	653
27	646	9	637	655
28	648	9	639	657
29	651	8	643	659
30	653	8	645	661
31	655	8	647	663
32	656	8	648	664
33	658	8	650	666
34	660	8	652	668
35	662	8	654	670
36	664	8	656	672
37	666	8	658	674
38	668	8	660	676
39	669	8	661	677
40	671	8	663	679
41	673	8	665	681
42	675	8	667	683
43	676	8	668	684
44	678	8	670	686
45	680	8	672	688
46	682	8	674	690
47	684	8	676	692
48	685	8	677	693
49	687	8	679	695
50	689	8	681	697
51	691	8	683	699
52	693	8	685	701
53	695	8	687	703
54	697	8	689	705
55	699	8	691	707
56	701	8	693	709

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
57	703	8	695	711
58	705	9	696	714
59	707	9	698	716
60	709	9	700	718
61	711	9	702	720
62	713	9	704	722
63	716	9	707	725
64	718	9	709	727
65	720	9	711	729
66	723	9	714	732
67	726	10	716	736
68	728	10	718	738
69	731	10	721	741
70	734	10	724	744
71	737	10	727	747
72	740	11	729	751
73	743	11	732	754
74	747	11	736	758
75	751	12	739	763
76	755	12	743	767
77	759	13	746	772
78	764	13	751	777
79	769	14	755	783
80	776	15	761	791
81	783	17	766	800
82	792	18	774	810
83	802	21	781	823
84	816	24	792	840
85	836	29	807	865
86	867	38	829	905
87	914	66	848	980

Table B.28 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 9 Math)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	472	64	408	536
1	514	35	479	549
2	539	25	514	564
3	554	21	533	575
4	565	18	547	583
5	574	17	557	591
6	581	15	566	596
7	587	14	573	601
8	593	14	579	607

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
9	598	13	585	611
10	603	12	591	615
11	607	12	595	619
12	611	12	599	623
13	615	11	604	626
14	618	11	607	629
15	621	11	610	632
16	625	11	614	636
17	628	10	618	638
18	631	10	621	641
19	634	10	624	644
20	636	10	626	646
21	639	10	629	649
22	642	10	632	652
23	644	9	635	653
24	647	9	638	656
25	649	9	640	658
26	652	9	643	661
27	654	9	645	663
28	657	9	648	666
29	659	9	650	668
30	661	9	652	670
31	663	9	654	672
32	666	9	657	675
33	668	9	659	677
34	670	9	661	679
35	672	8	664	680
36	674	8	666	682
37	676	8	668	684
38	678	8	670	686
39	680	8	672	688
40	682	8	674	690
41	684	8	676	692
42	685	8	677	693
43	687	8	679	695
44	689	8	681	697
45	691	8	683	699
46	692	8	684	700
47	694	8	686	702
48	696	8	688	704
49	698	8	690	706
50	699	8	691	707
51	701	8	693	709
52	703	8	695	711

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
53	704	8	696	712
54	706	8	698	714
55	708	8	700	716
56	709	8	701	717
57	711	8	703	719
58	713	8	705	721
59	715	8	707	723
60	717	8	709	725
61	718	8	710	726
62	720	8	712	728
63	722	8	714	730
64	724	8	716	732
65	726	9	717	735
66	729	9	720	738
67	731	9	722	740
68	733	9	724	742
69	736	9	727	745
70	738	9	729	747
71	741	10	731	751
72	743	10	733	753
73	746	10	736	756
74	749	11	738	760
75	753	11	742	764
76	756	11	745	767
77	760	12	748	772
78	764	12	752	776
79	769	13	756	782
80	774	14	760	788
81	780	15	765	795
82	787	17	770	804
83	796	19	777	815
84	808	22	786	830
85	824	26	798	850
86	851	37	814	888
87	897	65	832	962

Table B.29 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 3 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	398	65	333	463
1	441	36	405	477
2	468	26	442	494

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
3	484	22	462	506
4	496	19	477	515
5	505	17	488	522
6	513	16	497	529
7	520	15	505	535
8	526	14	512	540
9	532	14	518	546
10	537	13	524	550
11	542	12	530	554
12	546	12	534	558
13	550	12	538	562
14	554	11	543	565
15	557	11	546	568
16	561	11	550	572
17	564	11	553	575
18	567	10	557	577
19	570	10	560	580
20	573	10	563	583
21	576	10	566	586
22	579	10	569	589
23	582	10	572	592
24	584	10	574	594
25	587	10	577	597
26	590	9	581	599
27	592	9	583	601
28	595	9	586	604
29	597	9	588	606
30	600	9	591	609
31	602	9	593	611
32	605	9	596	614
33	607	9	598	616
34	609	9	600	618
35	612	9	603	621
36	614	9	605	623
37	616	9	607	625
38	619	9	610	628
39	621	9	612	630
40	624	9	615	633
41	626	9	617	635
42	628	9	619	637
43	631	9	622	640
44	633	9	624	642
45	636	9	627	645
46	638	9	629	647
47	641	9	632	650
48	643	10	633	653

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
49	646	10	636	656
50	649	10	639	659
51	651	10	641	661
52	654	10	644	664
53	657	11	646	668
54	661	11	650	672
55	664	11	653	675
56	668	12	656	680
57	672	12	660	684
58	676	12	664	688
59	681	13	668	694
60	686	14	672	700
61	692	15	677	707
62	699	16	683	715
63	707	18	689	725
64	717	20	697	737
65	731	25	706	756
66	756	35	721	791
67	798	64	734	862

Table B.30 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 4 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	411	64	347	475
1	454	36	418	490
2	479	26	453	505
3	495	21	474	516
4	506	19	487	525
5	515	17	498	532
6	522	15	507	537
7	528	14	514	542
8	534	14	520	548
9	539	13	526	552
10	544	12	532	556
11	548	12	536	560
12	552	12	540	564
13	556	11	545	567
14	559	11	548	570
15	563	11	552	574
16	566	10	556	576
17	569	10	559	579
18	572	10	562	582
19	575	10	565	585
20	577	10	567	587

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
21	580	10	570	590
22	583	9	574	592
23	585	9	576	594
24	588	9	579	597
25	590	9	581	599
26	593	9	584	602
27	595	9	586	604
28	597	9	588	606
29	600	9	591	609
30	602	9	593	611
31	604	9	595	613
32	607	9	598	616
33	609	9	600	618
34	611	9	602	620
35	613	9	604	622
36	616	9	607	625
37	618	9	609	627
38	620	9	611	629
39	623	9	614	632
40	625	9	616	634
41	627	9	618	636
42	630	9	621	639
43	632	9	623	641
44	635	9	626	644
45	637	10	627	647
46	640	10	630	650
47	643	10	633	653
48	646	10	636	656
49	648	10	638	658
50	651	10	641	661
51	654	10	644	664
52	658	11	647	669
53	661	11	650	672
54	665	11	654	676
55	668	12	656	680
56	672	12	660	684
57	677	12	665	689
58	681	13	668	694
59	686	14	672	700
60	692	14	678	706
61	698	15	683	713
62	706	17	689	723
63	714	18	696	732
64	725	21	704	746
65	740	25	715	765
66	766	35	731	801

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
67	808	64	744	872

Table B.31 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 5 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	419	64	355	483
1	462	36	426	498
2	488	26	462	514
3	503	21	482	524
4	514	19	495	533
5	523	17	506	540
6	531	16	515	547
7	537	15	522	552
8	543	14	529	557
9	548	13	535	561
10	553	13	540	566
11	558	12	546	570
12	562	12	550	574
13	566	12	554	578
14	570	11	559	581
15	573	11	562	584
16	577	11	566	588
17	580	11	569	591
18	583	11	572	594
19	587	10	577	597
20	590	10	580	600
21	593	10	583	603
22	595	10	585	605
23	598	10	588	608
24	601	10	591	611
25	604	10	594	614
26	607	10	597	617
27	609	10	599	619
28	612	10	602	622
29	615	10	605	625
30	617	10	607	627
31	620	10	610	630
32	622	10	612	632
33	625	10	615	635
34	628	10	618	638
35	630	10	620	640
36	633	10	623	643
37	635	10	625	645
38	638	10	628	648

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
39	641	10	631	651
40	643	10	633	653
41	646	10	636	656
42	649	10	639	659
43	651	10	641	661
44	654	10	644	664
45	657	10	647	667
46	660	10	650	670
47	663	10	653	673
48	666	10	656	676
49	669	10	659	679
50	672	11	661	683
51	675	11	664	686
52	679	11	668	690
53	682	11	671	693
54	686	11	675	697
55	690	12	678	702
56	694	12	682	706
57	698	12	686	710
58	702	13	689	715
59	707	13	694	720
60	712	13	699	725
61	718	14	704	732
62	723	15	708	738
63	730	15	715	745
64	737	17	720	754
65	746	18	728	764
66	756	20	736	776
67	769	23	746	792
68	787	28	759	815
69	817	39	778	856
70	865	67	798	932

Table B.32 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 6 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	428	64	364	492
1	471	36	435	507
2	496	26	470	522
3	512	21	491	533
4	523	19	504	542
5	532	17	515	549
6	539	16	523	555
7	546	15	531	561

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
8	552	14	538	566
9	557	13	544	570
10	562	13	549	575
11	566	12	554	578
12	571	12	559	583
13	575	12	563	587
14	578	11	567	589
15	582	11	571	593
16	585	11	574	596
17	588	11	577	599
18	592	10	582	602
19	595	10	585	605
20	598	10	588	608
21	601	10	591	611
22	603	10	593	613
23	606	10	596	616
24	609	10	599	619
25	611	9	602	620
26	614	9	605	623
27	616	9	607	625
28	619	9	610	628
29	621	9	612	630
30	623	9	614	632
31	626	9	617	635
32	628	9	619	637
33	630	9	621	639
34	632	9	623	641
35	634	8	626	642
36	636	8	628	644
37	638	8	630	646
38	640	8	632	648
39	642	8	634	650
40	644	8	636	652
41	646	8	638	654
42	648	9	639	657
43	651	9	642	660
44	653	9	644	662
45	655	9	646	664
46	657	9	648	666
47	660	9	651	669
48	662	9	653	671
49	665	9	656	674
50	667	10	657	677
51	670	10	660	680
52	673	10	663	683
53	676	10	666	686

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
54	679	10	669	689
55	682	11	671	693
56	685	11	674	696
57	688	11	677	699
58	692	11	681	703
59	696	12	684	708
60	700	12	688	712
61	705	13	692	718
62	710	14	696	724
63	715	14	701	729
64	722	15	707	737
65	729	17	712	746
66	738	18	720	756
67	749	21	728	770
68	764	25	739	789
69	789	35	754	824
70	832	64	768	896

Table B.33 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 7 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	457	64	393	521
1	501	36	465	537
2	527	26	501	553
3	542	21	521	563
4	554	19	535	573
5	563	17	546	580
6	571	16	555	587
7	578	15	563	593
8	584	14	570	598
9	589	13	576	602
10	594	13	581	607
11	599	12	587	611
12	603	12	591	615
13	607	12	595	619
14	611	11	600	622
15	614	11	603	625
16	618	11	607	629
17	621	11	610	632
18	624	10	614	634
19	627	10	617	637
20	630	10	620	640
21	632	10	622	642
22	635	10	625	645

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
23	638	10	628	648
24	640	9	631	649
25	643	9	634	652
26	645	9	636	654
27	648	9	639	657
28	650	9	641	659
29	652	9	643	661
30	655	9	646	664
31	657	9	648	666
32	659	9	650	668
33	661	9	652	670
34	663	9	654	672
35	666	9	657	675
36	668	9	659	677
37	670	9	661	679
38	672	9	663	681
39	674	9	665	683
40	676	8	668	684
41	678	8	670	686
42	680	8	672	688
43	682	8	674	690
44	684	9	675	693
45	686	9	677	695
46	689	9	680	698
47	691	9	682	700
48	693	9	684	702
49	695	9	686	704
50	697	9	688	706
51	699	9	690	708
52	702	9	693	711
53	704	9	695	713
54	707	9	698	716
55	709	10	699	719
56	712	10	702	722
57	715	10	705	725
58	718	10	708	728
59	721	11	710	732
60	724	11	713	735
61	728	11	717	739
62	732	12	720	744
63	736	12	724	748
64	741	13	728	754
65	746	14	732	760
66	751	15	736	766
67	758	16	742	774
68	766	17	749	783

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
69	776	19	757	795
70	788	22	766	810
71	805	27	778	832
72	833	37	796	870
73	878	65	813	943

Table B.34 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 8 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	453	64	389	517
1	496	35	461	531
2	521	25	496	546
3	536	21	515	557
4	547	18	529	565
5	555	16	539	571
6	562	15	547	577
7	568	14	554	582
8	574	13	561	587
9	579	13	566	592
10	583	12	571	595
11	587	12	575	599
12	591	11	580	602
13	594	11	583	605
14	598	11	587	609
15	601	10	591	611
16	604	10	594	614
17	606	10	596	616
18	609	10	599	619
19	612	9	603	621
20	614	9	605	623
21	617	9	608	626
22	619	9	610	628
23	621	9	612	630
24	624	9	615	633
25	626	9	617	635
26	628	9	619	637
27	630	9	621	639
28	632	9	623	641
29	635	9	626	644
30	637	9	628	646
31	639	9	630	648
32	641	9	632	650
33	643	9	634	652
34	645	9	636	654

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
35	647	9	638	656
36	649	9	640	658
37	651	9	642	660
38	653	9	644	662
39	655	9	646	664
40	658	9	649	667
41	660	9	651	669
42	662	9	653	671
43	664	9	655	673
44	666	9	657	675
45	668	9	659	677
46	670	9	661	679
47	673	9	664	682
48	675	9	666	684
49	677	9	668	686
50	679	9	670	688
51	682	9	673	691
52	684	9	675	693
53	686	9	677	695
54	689	9	680	698
55	692	10	682	702
56	694	10	684	704
57	697	10	687	707
58	700	10	690	710
59	703	10	693	713
60	706	11	695	717
61	709	11	698	720
62	713	11	702	724
63	716	11	705	727
64	720	12	708	732
65	724	12	712	736
66	729	13	716	742
67	734	14	720	748
68	740	14	726	754
69	746	15	731	761
70	754	17	737	771
71	762	19	743	781
72	774	21	753	795
73	789	26	763	815
74	815	36	779	851
75	858	64	794	922

Table B.35 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 9 Reading)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	443	64	379	507
1	486	36	450	522
2	512	26	486	538
3	527	21	506	548
4	539	19	520	558
5	548	17	531	565
6	555	16	539	571
7	562	15	547	577
8	568	14	554	582
9	573	13	560	586
10	578	13	565	591
11	582	12	570	594
12	587	12	575	599
13	591	12	579	603
14	594	11	583	605
15	598	11	587	609
16	601	11	590	612
17	605	11	594	616
18	608	10	598	618
19	611	10	601	621
20	614	10	604	624
21	616	10	606	626
22	619	10	609	629
23	622	10	612	632
24	624	9	615	633
25	627	9	618	636
26	629	9	620	638
27	632	9	623	641
28	634	9	625	643
29	636	9	627	645
30	638	9	629	647
31	641	9	632	650
32	643	9	634	652
33	645	9	636	654
34	647	9	638	656
35	649	9	640	658
36	651	9	642	660
37	654	9	645	663
38	656	9	647	665
39	658	9	649	667
40	660	9	651	669
41	662	9	653	671
42	664	9	655	673
43	666	9	657	675
44	668	9	659	677
45	671	9	662	680

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
46	673	9	664	682
47	675	9	666	684
48	677	9	668	686
49	680	9	671	689
50	682	9	673	691
51	685	9	676	694
52	687	10	677	697
53	690	10	680	700
54	693	10	683	703
55	695	10	685	705
56	698	10	688	708
57	702	11	691	713
58	705	11	694	716
59	708	11	697	719
60	712	12	700	724
61	716	12	704	728
62	720	13	707	733
63	725	13	712	738
64	730	14	716	744
65	736	15	721	751
66	743	16	727	759
67	750	17	733	767
68	759	19	740	778
69	770	21	749	791
70	786	26	760	812
71	811	36	775	847
72	854	64	790	918

Table B.36 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 3 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	395	64	331	459
1	438	36	402	474
2	464	26	438	490
3	480	22	458	502
4	492	19	473	511
5	502	17	485	519
6	510	16	494	526
7	517	15	502	532
8	523	15	508	538
9	529	14	515	543
10	534	13	521	547
11	539	13	526	552
12	544	13	531	557

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
13	549	12	537	561
14	553	12	541	565
15	557	12	545	569
16	561	12	549	573
17	565	11	554	576
18	568	11	557	579
19	572	11	561	583
20	576	11	565	587
21	579	11	568	590
22	582	11	571	593
23	586	11	575	597
24	589	11	578	600
25	592	11	581	603
26	596	11	585	607
27	599	11	588	610
28	602	11	591	613
29	605	11	594	616
30	609	11	598	620
31	612	11	601	623
32	615	11	604	626
33	618	11	607	629
34	622	11	611	633
35	625	11	614	636
36	628	11	617	639
37	631	11	620	642
38	635	11	624	646
39	638	11	627	649
40	641	11	630	652
41	645	11	634	656
42	648	11	637	659
43	652	11	641	663
44	655	11	644	666
45	659	11	648	670
46	663	12	651	675
47	667	12	655	679
48	671	12	659	683
49	675	12	663	687
50	679	12	667	691
51	684	13	671	697
52	688	13	675	701
53	693	14	679	707
54	699	14	685	713
55	705	15	690	720
56	712	16	696	728
57	720	18	702	738
58	730	20	710	750

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
59	743	24	719	767
60	766	34	732	800
61	806	63	743	869

Table B.37 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 4 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	408	64	344	472
1	451	36	415	487
2	477	26	451	503
3	492	21	471	513
4	504	19	485	523
5	513	17	496	530
6	521	16	505	537
7	527	15	512	542
8	533	14	519	547
9	539	13	526	552
10	544	13	531	557
11	548	12	536	560
12	553	12	541	565
13	556	12	544	568
14	560	11	549	571
15	564	11	553	575
16	567	11	556	578
17	570	10	560	580
18	573	10	563	583
19	576	10	566	586
20	579	10	569	589
21	582	10	572	592
22	585	10	575	595
23	587	9	578	596
24	590	9	581	599
25	592	9	583	601
26	595	9	586	604
27	597	9	588	606
28	599	9	590	608
29	601	9	592	610
30	604	9	595	613
31	606	9	597	615
32	608	9	599	617
33	610	9	601	619
34	612	9	603	621
35	614	9	605	623
36	616	9	607	625

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
37	619	9	610	628
38	621	9	612	630
39	623	9	614	632
40	625	9	616	634
41	628	9	619	637
42	630	9	621	639
43	632	9	623	641
44	635	10	625	645
45	638	10	628	648
46	640	10	630	650
47	643	10	633	653
48	646	11	635	657
49	650	11	639	661
50	653	11	642	664
51	657	12	645	669
52	661	12	649	673
53	666	13	653	679
54	671	14	657	685
55	677	15	662	692
56	684	16	668	700
57	692	18	674	710
58	703	21	682	724
59	718	25	693	743
60	743	35	708	778
61	785	64	721	849

Table B.38 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 5 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	442	64	378	506
1	485	36	449	521
2	510	26	484	536
3	526	21	505	547
4	537	19	518	556
5	546	17	529	563
6	554	16	538	570
7	560	15	545	575
8	566	14	552	580
9	571	13	558	584
10	576	13	563	589
11	580	12	568	592
12	584	12	572	596
13	588	11	577	599
14	592	11	581	603

15	595	11	584	606
16	599	11	588	610
17	602	10	592	612
18	605	10	595	615
19	608	10	598	618
20	611	10	601	621
21	614	10	604	624
22	617	10	607	627
23	619	10	609	629
24	622	10	612	632
25	625	9	616	634
26	627	9	618	636
27	630	9	621	639
28	632	9	623	641
29	634	9	625	643
30	637	9	628	646
31	639	9	630	648
32	642	9	633	651
33	644	9	635	653
34	646	9	637	655
35	649	9	640	658
36	651	9	642	660
37	653	9	644	662
38	656	9	647	665
39	658	9	649	667
40	660	9	651	669
41	663	9	654	672
42	665	9	656	674
43	668	10	658	678
44	671	10	661	681
45	673	10	663	683
46	676	10	666	686
47	679	10	669	689
48	683	11	672	694
49	686	11	675	697
50	689	11	678	700
51	693	12	681	705
52	697	12	685	709
53	702	13	689	715
54	706	13	693	719
55	712	14	698	726
56	717	15	702	732
57	724	16	708	740
58	732	18	714	750
59	743	20	723	763
60	757	25	732	782
61	781	35	746	816
62	823	64	759	887

Table B.39 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 6 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	439	64	375	503
1	482	36	446	518
2	508	26	482	534
3	523	21	502	544
4	535	19	516	554
5	544	17	527	561
6	552	16	536	568
7	559	15	544	574
8	565	14	551	579
9	571	14	557	585
10	576	13	563	589
11	581	13	568	594
12	585	12	573	597
13	590	12	578	602
14	594	12	582	606
15	598	12	586	610
16	601	11	590	612
17	605	11	594	616
18	608	11	597	619
19	612	11	601	623
20	615	11	604	626
21	618	11	607	629
22	622	10	612	632
23	625	10	615	635
24	628	10	618	638
25	631	10	621	641
26	634	10	624	644
27	636	10	626	646
28	639	10	629	649
29	642	10	632	652
30	645	10	635	655
31	648	10	638	658
32	651	10	641	661
33	653	10	643	663
34	656	10	646	666
35	659	10	649	669
36	661	10	651	671
37	664	10	654	674
38	667	10	657	677
39	670	10	660	680
40	673	10	663	683
41	676	10	666	686
42	679	10	669	689
43	682	10	672	692

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
44	685	11	674	696
45	688	11	677	699
46	692	11	681	703
47	695	11	684	706
48	699	12	687	711
49	703	12	691	715
50	708	13	695	721
51	713	14	699	727
52	719	15	704	734
53	725	16	709	741
54	733	17	716	750
55	743	20	723	763
56	757	25	732	782
57	781	35	746	816
58	822	64	758	886

Table B.40 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 7 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	446	64	382	510
1	489	36	453	525
2	514	25	489	539
3	529	21	508	550
4	541	19	522	560
5	550	17	533	567
6	557	16	541	573
7	564	15	549	579
8	570	14	556	584
9	575	13	562	588
10	580	13	567	593
11	584	12	572	596
12	588	12	576	600
13	592	12	580	604
14	596	11	585	607
15	600	11	589	611
16	603	11	592	614
17	607	11	596	618
18	610	11	599	621
19	613	10	603	623
20	616	10	606	626
21	619	10	609	629
22	622	10	612	632
23	625	10	615	635
24	628	10	618	638

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
25	630	10	620	640
26	633	10	623	643
27	636	10	626	646
28	639	10	629	649
29	641	10	631	651
30	644	9	635	653
31	646	9	637	655
32	649	9	640	658
33	651	9	642	660
34	654	9	645	663
35	656	9	647	665
36	659	9	650	668
37	662	9	653	671
38	664	10	654	674
39	667	10	657	677
40	669	10	659	679
41	672	10	662	682
42	675	10	665	685
43	678	10	668	688
44	680	10	670	690
45	683	10	673	693
46	686	10	676	696
47	690	11	679	701
48	693	11	682	704
49	696	11	685	707
50	700	11	689	711
51	704	12	692	716
52	708	12	696	720
53	713	13	700	726
54	717	13	704	730
55	723	14	709	737
56	729	15	714	744
57	736	16	720	752
58	745	18	727	763
59	756	21	735	777
60	771	25	746	796
61	796	35	761	831
62	838	64	774	902

Table B.41 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 8 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	454	64	390	518
1	496	35	461	531

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
2	522	25	497	547
3	537	21	516	558
4	548	19	529	567
5	557	17	540	574
6	564	15	549	579
7	571	14	557	585
8	576	14	562	590
9	581	13	568	594
10	586	12	574	598
11	590	12	578	602
12	594	12	582	606
13	598	11	587	609
14	602	11	591	613
15	605	11	594	616
16	608	10	598	618
17	611	10	601	621
18	614	10	604	624
19	617	10	607	627
20	620	10	610	630
21	622	10	612	632
22	625	9	616	634
23	628	9	619	637
24	630	9	621	639
25	633	9	624	642
26	635	9	626	644
27	637	9	628	646
28	640	9	631	649
29	642	9	633	651
30	645	9	636	654
31	647	9	638	656
32	649	9	640	658
33	652	9	643	661
34	654	9	645	663
35	656	9	647	665
36	659	9	650	668
37	661	9	652	670
38	664	9	655	673
39	666	9	657	675
40	669	10	659	679
41	672	10	662	682
42	674	10	664	684
43	677	10	667	687
44	680	10	670	690
45	683	10	673	693
46	686	11	675	697
47	689	11	678	700

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
48	693	11	682	704
49	697	12	685	709
50	701	12	689	713
51	705	13	692	718
52	710	13	697	723
53	715	14	701	729
54	721	15	706	736
55	728	16	712	744
56	736	17	719	753
57	746	20	726	766
58	758	23	735	781
59	776	27	749	803
60	805	38	767	843
61	852	66	786	918

Table B.42 Raw Score, Scale Score, SEM, and Scale Score \pm 1 SEM (Spanish Grade 9 Science)

Raw Score	Scale Score (SS)	Standard Error (SEM)	SS - 1SEM	SS + 1SEM
0	459	64	395	523
1	502	36	466	538
2	528	26	502	554
3	543	21	522	564
4	555	19	536	574
5	564	17	547	581
6	572	16	556	588
7	579	15	564	594
8	585	14	571	599
9	590	14	576	604
10	596	13	583	609
11	600	13	587	613
12	605	12	593	617
13	609	12	597	621
14	613	12	601	625
15	616	11	605	627
16	620	11	609	631
17	623	11	612	634
18	627	11	616	638
19	630	10	620	640
20	633	10	623	643
21	636	10	626	646
22	639	10	629	649
23	642	10	632	652
24	645	10	635	655
25	648	10	638	658

26	650	10	640	660
27	653	10	643	663
28	656	10	646	666
29	658	10	648	668
30	661	10	651	671
31	664	10	654	674
32	666	10	656	676
33	669	10	659	679
34	672	10	662	682
35	674	10	664	684
36	677	10	667	687
37	679	10	669	689
38	682	10	672	692
39	685	10	675	695
40	687	10	677	697
41	690	10	680	700
42	693	10	683	703
43	695	10	685	705
44	698	10	688	708
45	701	10	691	711
46	704	10	694	714
47	707	10	697	717
48	710	11	699	721
49	713	11	702	724
50	717	11	706	728
51	721	11	710	732
52	725	12	713	737
53	729	12	717	741
54	733	13	720	746
55	738	13	725	751
56	744	14	730	758
57	750	15	735	765
58	757	16	741	773
59	765	18	747	783
60	776	21	755	797
61	790	25	765	815
62	815	35	780	850
63	857	64	793	921

Appendix C. Raw Score and Scale Score Frequency Tables

Table C.1 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 3 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	399	0	0.00	0	0.00
1	442	0	0.00	0	0.00
2	467	0	0.00	0	0.00
3	483	2	0.01	2	0.01
4	494	5	0.02	7	0.03
5	503	9	0.04	16	0.07
6	511	18	0.08	34	0.15
7	518	47	0.20	81	0.35
8	524	78	0.34	159	0.69
9	529	125	0.54	284	1.24
10	534	142	0.62	426	1.85
11	539	189	0.82	615	2.68
12	543	259	1.13	874	3.80
13	547	284	1.24	1158	5.04
14	551	312	1.36	1470	6.40
15	554	354	1.54	1824	7.94
16	558	375	1.63	2199	9.57
17	561	379	1.65	2578	11.22
18	564	384	1.67	2962	12.89
19	567	414	1.80	3376	14.69
20	570	441	1.92	3817	16.61
21	573	498	2.17	4315	18.77
22	576	485	2.11	4800	20.88
23	579	476	2.07	5276	22.95
24	581	525	2.28	5801	25.24
25	584	539	2.35	6340	27.58
26	586	543	2.36	6883	29.95
27	589	546	2.38	7429	32.32
28	591	528	2.30	7957	34.62
29	594	605	2.63	8562	37.25
30	596	579	2.52	9141	39.77
31	598	620	2.70	9761	42.47
32	600	624	2.71	10385	45.18
33	602	606	2.64	10991	47.82
34	605	619	2.69	11610	50.51
35	607	627	2.73	12237	53.24
36	609	640	2.78	12877	56.02
37	611	655	2.85	13532	58.87
38	613	639	2.78	14171	61.65
39	615	578	2.51	14749	64.17
40	617	573	2.49	15322	66.66
41	620	599	2.61	15921	69.27
42	622	564	2.45	16485	71.72
43	624	550	2.39	17035	74.11

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
44	626	506	2.20	17541	76.31
45	628	498	2.17	18039	78.48
46	630	519	2.26	18558	80.74
47	633	429	1.87	18987	82.61
48	635	434	1.89	19421	84.49
49	637	406	1.77	19827	86.26
50	639	347	1.51	20174	87.77
51	642	331	1.44	20505	89.21
52	644	335	1.46	20840	90.67
53	646	257	1.12	21097	91.79
54	649	275	1.20	21372	92.98
55	651	242	1.05	21614	94.04
56	654	192	0.84	21806	94.87
57	656	178	0.77	21984	95.64
58	659	169	0.74	22153	96.38
59	662	174	0.76	22327	97.14
60	665	120	0.52	22447	97.66
61	668	107	0.47	22554	98.12
62	671	90	0.39	22644	98.52
63	674	76	0.33	22720	98.85
64	677	72	0.31	22792	99.16
65	681	57	0.25	22849	99.41
66	685	53	0.23	22902	99.64
67	689	32	0.14	22934	99.78
68	694	18	0.08	22952	99.86
69	700	5	0.02	22957	99.88
70	706	12	0.05	22969	99.93
71	713	9	0.04	22978	99.97
72	723	3	0.01	22981	99.98
73	737	2	0.01	22983	99.99
74	760	1	0.00	22984	100.00
75	801	1	0.00	22985	100.00

Table C.2 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 4 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	413	0	0.00	0	0.00
1	457	0	0.00	0	0.00
2	483	0	0.00	0	0.00
3	499	3	0.01	3	0.01
4	510	0	0.00	3	0.01
5	520	7	0.03	10	0.04
6	528	16	0.07	26	0.11
7	535	23	0.10	49	0.22
8	541	41	0.18	90	0.40
9	546	61	0.27	151	0.66
10	551	93	0.41	244	1.07

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
11	556	132	0.58	376	1.65
12	560	198	0.87	574	2.52
13	564	223	0.98	797	3.50
14	568	276	1.21	1073	4.71
15	571	271	1.19	1344	5.90
16	574	292	1.28	1636	7.18
17	578	374	1.64	2010	8.83
18	581	360	1.58	2370	10.41
19	584	422	1.85	2792	12.26
20	587	391	1.72	3183	13.98
21	589	466	2.05	3649	16.02
22	592	447	1.96	4096	17.99
23	595	450	1.98	4546	19.96
24	597	470	2.06	5016	22.03
25	600	489	2.15	5505	24.17
26	602	479	2.10	5984	26.28
27	605	480	2.11	6464	28.38
28	607	507	2.23	6971	30.61
29	610	514	2.26	7485	32.87
30	612	567	2.49	8052	35.36
31	614	520	2.28	8572	37.64
32	616	587	2.58	9159	40.22
33	619	538	2.36	9697	42.58
34	621	572	2.51	10269	45.09
35	623	512	2.25	10781	47.34
36	626	544	2.39	11325	49.73
37	628	540	2.37	11865	52.10
38	630	546	2.40	12411	54.50
39	632	527	2.31	12938	56.81
40	635	505	2.22	13443	59.03
41	637	556	2.44	13999	61.47
42	639	575	2.52	14574	63.99
43	642	524	2.30	15098	66.29
44	644	550	2.42	15648	68.71
45	647	508	2.23	16156	70.94
46	649	533	2.34	16689	73.28
47	651	526	2.31	17215	75.59
48	654	479	2.10	17694	77.69
49	656	481	2.11	18175	79.81
50	659	464	2.04	18639	81.84
51	662	427	1.87	19066	83.72
52	664	415	1.82	19481	85.54
53	667	405	1.78	19886	87.32
54	669	318	1.40	20204	88.72
55	672	308	1.35	20512	90.07
56	675	283	1.24	20795	91.31
57	678	288	1.26	21083	92.57
58	681	232	1.02	21315	93.59

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
59	684	215	0.94	21530	94.54
60	686	207	0.91	21737	95.45
61	690	184	0.81	21921	96.25
62	693	155	0.68	22076	96.94
63	696	129	0.57	22205	97.50
64	699	111	0.49	22316	97.99
65	702	109	0.48	22425	98.47
66	706	91	0.40	22516	98.87
67	710	78	0.34	22594	99.21
68	713	55	0.24	22649	99.45
69	718	41	0.18	22690	99.63
70	722	27	0.12	22717	99.75
71	727	28	0.12	22745	99.87
72	732	10	0.04	22755	99.92
73	739	6	0.03	22761	99.94
74	747	7	0.03	22768	99.97
75	757	4	0.02	22772	99.99
76	771	2	0.01	22774	100.00
77	795	0	0.00	22774	100.00
78	837	0	0.00	22774	100.00

Table C.3 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 5 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	436	0	0.00	0	0.00
1	480	0	0.00	0	0.00
2	505	1	0.00	1	0.00
3	521	0	0.00	1	0.00
4	532	3	0.01	4	0.02
5	541	4	0.02	8	0.03
6	549	8	0.03	16	0.07
7	556	16	0.07	32	0.14
8	561	30	0.13	62	0.26
9	567	49	0.21	111	0.47
10	571	78	0.33	189	0.80
11	576	104	0.44	293	1.24
12	580	176	0.75	469	1.99
13	584	189	0.80	658	2.79
14	587	247	1.05	905	3.83
15	591	293	1.24	1198	5.07
16	594	326	1.38	1524	6.45
17	597	368	1.56	1892	8.01
18	600	409	1.73	2301	9.74
19	603	459	1.94	2760	11.69
20	606	460	1.95	3220	13.63
21	608	486	2.06	3706	15.69
22	611	487	2.06	4193	17.75

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
23	613	544	2.30	4737	20.06
24	616	514	2.18	5251	22.23
25	618	517	2.19	5768	24.42
26	621	518	2.19	6286	26.61
27	623	587	2.49	6873	29.10
28	625	557	2.36	7430	31.46
29	627	550	2.33	7980	33.78
30	630	592	2.51	8572	36.29
31	632	551	2.33	9123	38.62
32	634	605	2.56	9728	41.19
33	636	572	2.42	10300	43.61
34	638	543	2.30	10843	45.91
35	640	534	2.26	11377	48.17
36	642	542	2.29	11919	50.46
37	644	556	2.35	12475	52.82
38	646	552	2.34	13027	55.15
39	648	553	2.34	13580	57.49
40	650	510	2.16	14090	59.65
41	652	502	2.13	14592	61.78
42	654	509	2.15	15101	63.93
43	656	455	1.93	15556	65.86
44	658	520	2.20	16076	68.06
45	660	490	2.07	16566	70.14
46	662	438	1.85	17004	71.99
47	664	477	2.02	17481	74.01
48	666	448	1.90	17929	75.91
49	668	391	1.66	18320	77.56
50	670	411	1.74	18731	79.30
51	672	364	1.54	19095	80.84
52	674	389	1.65	19484	82.49
53	676	324	1.37	19808	83.86
54	678	322	1.36	20130	85.22
55	680	308	1.30	20438	86.53
56	682	263	1.11	20701	87.64
57	684	287	1.22	20988	88.86
58	686	267	1.13	21255	89.99
59	688	266	1.13	21521	91.11
60	690	232	0.98	21753	92.10
61	692	235	0.99	21988	93.09
62	694	214	0.91	22202	94.00
63	696	178	0.75	22380	94.75
64	698	145	0.61	22525	95.36
65	700	148	0.63	22673	95.99
66	703	130	0.55	22803	96.54
67	705	111	0.47	22914	97.01
68	707	137	0.58	23051	97.59
69	710	108	0.46	23159	98.05
70	712	90	0.38	23249	98.43

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
71	715	75	0.32	23324	98.75
72	717	56	0.24	23380	98.98
73	720	68	0.29	23448	99.27
74	723	41	0.17	23489	99.45
75	726	35	0.15	23524	99.59
76	730	27	0.11	23551	99.71
77	733	24	0.10	23575	99.81
78	737	15	0.06	23590	99.87
79	741	13	0.06	23603	99.93
80	746	3	0.01	23606	99.94
81	752	8	0.03	23614	99.97
82	758	4	0.02	23618	99.99
83	766	0	0.00	23618	99.99
84	776	2	0.01	23620	100.00
85	790	0	0.00	23620	100.00
86	814	0	0.00	23620	100.00
87	856	0	0.00	23620	100.00

Table C.4 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 6 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	457	0	0.00	0	0.00
1	500	0	0.00	0	0.00
2	526	0	0.00	0	0.00
3	541	1	0.00	1	0.00
4	552	3	0.01	4	0.02
5	561	9	0.04	13	0.06
6	569	20	0.08	33	0.14
7	575	35	0.15	68	0.29
8	581	77	0.33	145	0.62
9	586	124	0.53	269	1.14
10	590	137	0.58	406	1.72
11	595	213	0.90	619	2.63
12	599	265	1.12	884	3.75
13	602	342	1.45	1226	5.20
14	606	381	1.62	1607	6.82
15	609	425	1.80	2032	8.62
16	612	441	1.87	2473	10.49
17	615	505	2.14	2978	12.63
18	618	495	2.10	3473	14.73
19	621	547	2.32	4020	17.05
20	623	554	2.35	4574	19.40
21	626	566	2.40	5140	21.80
22	628	586	2.49	5726	24.29
23	631	646	2.74	6372	27.03
24	633	567	2.41	6939	29.43
25	635	619	2.63	7558	32.06

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
26	637	624	2.65	8182	34.71
27	639	554	2.35	8736	37.06
28	641	581	2.46	9317	39.52
29	644	591	2.51	9908	42.03
30	646	586	2.49	10494	44.52
31	647	547	2.32	11041	46.84
32	649	509	2.16	11550	48.99
33	651	495	2.10	12045	51.09
34	653	495	2.10	12540	53.19
35	655	529	2.24	13069	55.44
36	657	477	2.02	13546	57.46
37	659	441	1.87	13987	59.33
38	660	487	2.07	14474	61.40
39	662	456	1.93	14930	63.33
40	664	454	1.93	15384	65.26
41	666	411	1.74	15795	67.00
42	667	444	1.88	16239	68.89
43	669	365	1.55	16604	70.43
44	671	387	1.64	16991	72.08
45	672	331	1.40	17322	73.48
46	674	355	1.51	17677	74.99
47	676	303	1.29	17980	76.27
48	678	351	1.49	18331	77.76
49	679	322	1.37	18653	79.13
50	681	303	1.29	18956	80.41
51	683	294	1.25	19250	81.66
52	684	273	1.16	19523	82.82
53	686	291	1.23	19814	84.05
54	688	282	1.20	20096	85.25
55	689	268	1.14	20364	86.38
56	691	256	1.09	20620	87.47
57	693	227	0.96	20847	88.43
58	695	243	1.03	21090	89.46
59	697	243	1.03	21333	90.49
60	698	178	0.76	21511	91.25
61	700	193	0.82	21704	92.07
62	702	194	0.82	21898	92.89
63	704	184	0.78	22082	93.67
64	706	151	0.64	22233	94.31
65	708	137	0.58	22370	94.89
66	710	131	0.56	22501	95.45
67	712	133	0.56	22634	96.01
68	715	106	0.45	22740	96.46
69	717	117	0.50	22857	96.96
70	719	128	0.54	22985	97.50
71	722	92	0.39	23077	97.89
72	724	77	0.33	23154	98.22
73	727	86	0.36	23240	98.58

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
74	730	73	0.31	23313	98.89
75	733	60	0.25	23373	99.15
76	736	48	0.20	23421	99.35
77	740	35	0.15	23456	99.50
78	744	31	0.13	23487	99.63
79	748	32	0.14	23519	99.77
80	753	16	0.07	23535	99.83
81	758	10	0.04	23545	99.88
82	765	9	0.04	23554	99.92
83	773	5	0.02	23559	99.94
84	783	5	0.02	23564	99.96
85	797	7	0.03	23571	99.99
86	821	2	0.01	23573	100.00
87	863	1	0.00	23574	100.00

Table C.5 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 7 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	477	0	0.00	0	0.00
1	520	0	0.00	0	0.00
2	546	1	0.00	1	0.00
3	561	3	0.01	4	0.02
4	572	6	0.02	10	0.04
5	581	15	0.06	25	0.10
6	588	45	0.19	70	0.29
7	595	60	0.25	130	0.54
8	600	115	0.48	245	1.01
9	605	179	0.74	424	1.76
10	610	279	1.16	703	2.91
11	615	372	1.54	1075	4.45
12	619	458	1.90	1533	6.35
13	622	533	2.21	2066	8.56
14	626	604	2.50	2670	11.06
15	629	662	2.74	3332	13.80
16	633	696	2.88	4028	16.68
17	636	688	2.85	4716	19.53
18	639	666	2.76	5382	22.29
19	641	693	2.87	6075	25.16
20	644	697	2.89	6772	28.05
21	647	706	2.92	7478	30.98
22	649	697	2.89	8175	33.86
23	652	631	2.61	8806	36.48
24	654	674	2.79	9480	39.27
25	657	603	2.50	10083	41.77
26	659	604	2.50	10687	44.27
27	661	579	2.40	11266	46.67
28	664	597	2.47	11863	49.14

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
29	666	529	2.19	12392	51.33
30	668	572	2.37	12964	53.70
31	670	501	2.08	13465	55.77
32	672	538	2.23	14003	58.00
33	674	474	1.96	14477	59.97
34	676	471	1.95	14948	61.92
35	678	483	2.00	15431	63.92
36	679	425	1.76	15856	65.68
37	681	413	1.71	16269	67.39
38	683	403	1.67	16672	69.06
39	685	408	1.69	17080	70.75
40	687	397	1.64	17477	72.39
41	688	353	1.46	17830	73.85
42	690	312	1.29	18142	75.15
43	692	313	1.30	18455	76.44
44	693	351	1.45	18806	77.90
45	695	328	1.36	19134	79.26
46	697	271	1.12	19405	80.38
47	698	287	1.19	19692	81.57
48	700	265	1.10	19957	82.67
49	701	260	1.08	20217	83.74
50	703	245	1.01	20462	84.76
51	704	280	1.16	20742	85.92
52	706	238	0.99	20980	86.90
53	708	198	0.82	21178	87.72
54	709	223	0.92	21401	88.65
55	711	199	0.82	21600	89.47
56	712	206	0.85	21806	90.32
57	714	173	0.72	21979	91.04
58	716	167	0.69	22146	91.73
59	717	173	0.72	22319	92.45
60	719	144	0.60	22463	93.05
61	721	151	0.63	22614	93.67
62	722	161	0.67	22775	94.34
63	724	125	0.52	22900	94.86
64	726	117	0.48	23017	95.34
65	728	111	0.46	23128	95.80
66	730	99	0.41	23227	96.21
67	731	105	0.43	23332	96.64
68	733	88	0.36	23420	97.01
69	736	95	0.39	23515	97.40
70	738	72	0.30	23587	97.70
71	740	76	0.31	23663	98.02
72	742	70	0.29	23733	98.31
73	745	57	0.24	23790	98.54
74	747	53	0.22	23843	98.76
75	750	53	0.22	23896	98.98
76	753	44	0.18	23940	99.16

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
77	756	46	0.19	23986	99.35
78	759	34	0.14	24020	99.49
79	762	29	0.12	24049	99.61
80	766	20	0.08	24069	99.70
81	770	16	0.07	24085	99.76
82	775	17	0.07	24102	99.83
83	780	16	0.07	24118	99.90
84	787	7	0.03	24125	99.93
85	794	6	0.02	24131	99.95
86	805	6	0.02	24137	99.98
87	819	4	0.02	24141	100.00
88	843	1	0.00	24142	100.00
89	886	0	0.00	24142	100.00

Table C.6 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 8 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	493	0	0.00	0	0.00
1	536	0	0.00	0	0.00
2	561	0	0.00	0	0.00
3	576	1	0.00	1	0.00
4	586	3	0.01	4	0.02
5	595	18	0.07	22	0.09
6	602	38	0.15	60	0.24
7	608	64	0.26	124	0.50
8	614	116	0.47	240	0.98
9	619	199	0.81	439	1.79
10	623	241	0.98	680	2.77
11	627	343	1.40	1023	4.17
12	631	424	1.73	1447	5.89
13	635	503	2.05	1950	7.94
14	638	464	1.89	2414	9.83
15	641	548	2.23	2962	12.06
16	644	522	2.13	3484	14.19
17	647	520	2.12	4004	16.31
18	650	561	2.28	4565	18.59
19	652	504	2.05	5069	20.64
20	655	504	2.05	5573	22.70
21	657	516	2.10	6089	24.80
22	660	502	2.04	6591	26.84
23	662	531	2.16	7122	29.00
24	664	575	2.34	7697	31.34
25	666	517	2.11	8214	33.45
26	669	525	2.14	8739	35.59
27	671	530	2.16	9269	37.75
28	673	528	2.15	9797	39.90
29	675	567	2.31	10364	42.21

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
30	677	560	2.28	10924	44.49
31	679	524	2.13	11448	46.62
32	680	581	2.37	12029	48.99
33	682	550	2.24	12579	51.23
34	684	551	2.24	13130	53.47
35	686	488	1.99	13618	55.46
36	688	503	2.05	14121	57.51
37	690	488	1.99	14609	59.49
38	691	474	1.93	15083	61.42
39	693	472	1.92	15555	63.35
40	695	474	1.93	16029	65.28
41	697	461	1.88	16490	67.15
42	699	419	1.71	16909	68.86
43	700	413	1.68	17322	70.54
44	702	391	1.59	17713	72.13
45	704	365	1.49	18078	73.62
46	706	378	1.54	18456	75.16
47	707	346	1.41	18802	76.57
48	709	369	1.50	19171	78.07
49	711	354	1.44	19525	79.51
50	713	318	1.29	19843	80.81
51	715	332	1.35	20175	82.16
52	717	307	1.25	20482	83.41
53	719	282	1.15	20764	84.56
54	720	260	1.06	21024	85.62
55	722	252	1.03	21276	86.64
56	724	270	1.10	21546	87.74
57	726	218	0.89	21764	88.63
58	728	241	0.98	22005	89.61
59	730	208	0.85	22213	90.46
60	733	219	0.89	22432	91.35
61	735	187	0.76	22619	92.11
62	737	180	0.73	22799	92.84
63	739	173	0.70	22972	93.55
64	741	152	0.62	23124	94.17
65	744	173	0.70	23297	94.87
66	746	137	0.56	23434	95.43
67	748	138	0.56	23572	95.99
68	751	125	0.51	23697	96.50
69	753	123	0.50	23820	97.00
70	756	110	0.45	23930	97.45
71	758	95	0.39	24025	97.84
72	761	62	0.25	24087	98.09
73	764	82	0.33	24169	98.42
74	767	80	0.33	24249	98.75
75	770	64	0.26	24313	99.01
76	773	48	0.20	24361	99.21
77	777	49	0.20	24410	99.41

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
78	780	34	0.14	24444	99.54
79	784	31	0.13	24475	99.67
80	788	26	0.11	24501	99.78
81	793	16	0.07	24517	99.84
82	798	12	0.05	24529	99.89
83	804	11	0.04	24540	99.93
84	811	4	0.02	24544	99.95
85	820	5	0.02	24549	99.97
86	832	3	0.01	24552	99.98
87	848	2	0.01	24554	99.99
88	877	2	0.01	24556	100.00
89	924	0	0.00	24556	100.00

Table C.7 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 9 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	506	0	0.00	0	0.00
1	549	0	0.00	0	0.00
2	574	0	0.00	0	0.00
3	590	6	0.02	6	0.02
4	601	9	0.03	15	0.06
5	610	43	0.16	58	0.22
6	618	75	0.28	133	0.50
7	624	112	0.42	245	0.91
8	630	201	0.75	446	1.67
9	635	273	1.02	719	2.68
10	640	354	1.32	1073	4.01
11	645	480	1.79	1553	5.80
12	649	511	1.91	2064	7.71
13	653	538	2.01	2602	9.72
14	657	597	2.23	3199	11.95
15	660	626	2.34	3825	14.28
16	664	674	2.52	4499	16.80
17	667	726	2.71	5225	19.51
18	670	730	2.73	5955	22.24
19	673	751	2.80	6706	25.04
20	676	709	2.65	7415	27.69
21	679	719	2.68	8134	30.37
22	682	749	2.80	8883	33.17
23	685	730	2.73	9613	35.89
24	687	747	2.79	10360	38.68
25	690	702	2.62	11062	41.31
26	693	705	2.63	11767	43.94
27	695	710	2.65	12477	46.59
28	697	645	2.41	13122	49.00
29	700	653	2.44	13775	51.44
30	702	647	2.42	14422	53.85

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
31	704	627	2.34	15049	56.19
32	707	555	2.07	15604	58.27
33	709	576	2.15	16180	60.42
34	711	540	2.02	16720	62.43
35	713	524	1.96	17244	64.39
36	715	485	1.81	17729	66.20
37	717	455	1.70	18184	67.90
38	719	431	1.61	18615	69.51
39	721	429	1.60	19044	71.11
40	723	373	1.39	19417	72.50
41	725	379	1.42	19796	73.92
42	727	359	1.34	20155	75.26
43	729	364	1.36	20519	76.62
44	731	336	1.25	20855	77.87
45	733	340	1.27	21195	79.14
46	735	317	1.18	21512	80.33
47	736	321	1.20	21833	81.52
48	738	298	1.11	22131	82.64
49	740	281	1.05	22412	83.69
50	742	271	1.01	22683	84.70
51	744	222	0.83	22905	85.53
52	745	267	1.00	23172	86.52
53	747	227	0.85	23399	87.37
54	749	226	0.84	23625	88.22
55	751	212	0.79	23837	89.01
56	753	205	0.77	24042	89.77
57	754	187	0.70	24229	90.47
58	756	167	0.62	24396	91.09
59	758	162	0.60	24558	91.70
60	760	181	0.68	24739	92.38
61	762	170	0.63	24909	93.01
62	764	174	0.65	25083	93.66
63	766	144	0.54	25227	94.20
64	768	166	0.62	25393	94.82
65	770	133	0.50	25526	95.31
66	773	123	0.46	25649	95.77
67	775	142	0.53	25791	96.30
68	777	130	0.49	25921	96.79
69	780	98	0.37	26019	97.15
70	782	109	0.41	26128	97.56
71	785	95	0.35	26223	97.92
72	788	78	0.29	26301	98.21
73	791	81	0.30	26382	98.51
74	794	67	0.25	26449	98.76
75	797	62	0.23	26511	98.99
76	801	48	0.18	26559	99.17
77	805	54	0.20	26613	99.37
78	810	41	0.15	26654	99.53

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
79	815	38	0.14	26692	99.67
80	821	28	0.10	26720	99.77
81	828	26	0.10	26746	99.87
82	837	16	0.06	26762	99.93
83	848	11	0.04	26773	99.97
84	863	5	0.02	26778	99.99
85	889	2	0.01	26780	100.00
86	933	1	0.00	26781	100.00

Table C.8 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 3 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	421	0	0.00	0	0.00
1	464	0	0.00	0	0.00
2	489	3	0.01	3	0.01
3	504	6	0.03	9	0.04
4	515	7	0.03	16	0.07
5	524	23	0.10	39	0.17
6	532	46	0.20	85	0.37
7	538	76	0.33	161	0.70
8	544	115	0.50	276	1.20
9	549	158	0.69	434	1.89
10	553	161	0.70	595	2.59
11	558	220	0.96	815	3.55
12	562	247	1.08	1062	4.63
13	565	234	1.02	1296	5.64
14	569	278	1.21	1574	6.86
15	572	304	1.32	1878	8.18
16	576	304	1.32	2182	9.50
17	579	314	1.37	2496	10.87
18	582	333	1.45	2829	12.32
19	585	306	1.33	3135	13.65
20	587	348	1.52	3483	15.17
21	590	380	1.66	3863	16.82
22	593	378	1.65	4241	18.47
23	595	426	1.86	4667	20.33
24	598	460	2.00	5127	22.33
25	600	435	1.89	5562	24.22
26	602	455	1.98	6017	26.21
27	605	476	2.07	6493	28.28
28	607	494	2.15	6987	30.43
29	609	507	2.21	7494	32.64
30	612	560	2.44	8054	35.08
31	614	548	2.39	8602	37.47
32	616	545	2.37	9147	39.84
33	618	628	2.74	9775	42.57
34	620	620	2.70	10395	45.27

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
35	623	616	2.68	11011	47.96
36	625	701	3.05	11712	51.01
37	627	669	2.91	12381	53.92
38	629	712	3.10	13093	57.03
39	631	654	2.85	13747	59.87
40	634	662	2.88	14409	62.76
41	636	652	2.84	15061	65.60
42	638	679	2.96	15740	68.55
43	640	626	2.73	16366	71.28
44	643	665	2.90	17031	74.18
45	645	643	2.80	17674	76.98
46	648	617	2.69	18291	79.66
47	650	600	2.61	18891	82.28
48	653	579	2.52	19470	84.80
49	656	532	2.32	20002	87.12
50	659	468	2.04	20470	89.16
51	662	462	2.01	20932	91.17
52	665	409	1.78	21341	92.95
53	669	314	1.37	21655	94.32
54	672	320	1.39	21975	95.71
55	676	258	1.12	22233	96.83
56	680	208	0.91	22441	97.74
57	685	156	0.68	22597	98.42
58	689	130	0.57	22727	98.99
59	695	92	0.40	22819	99.39
60	700	57	0.25	22876	99.63
61	707	35	0.15	22911	99.79
62	715	27	0.12	22938	99.90
63	724	10	0.04	22948	99.95
64	735	11	0.05	22959	100.00
65	751	1	0.00	22960	100.00
66	777	0	0.00	22960	100.00
67	820	0	0.00	22960	100.00

Table C.9 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 4 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	419	0	0.00	0	0.00
1	462	0	0.00	0	0.00
2	487	4	0.02	4	0.02
3	503	3	0.01	7	0.03
4	514	3	0.01	10	0.04
5	523	9	0.04	19	0.08
6	531	23	0.10	42	0.18
7	537	41	0.18	83	0.36
8	543	53	0.23	136	0.60
9	548	72	0.32	208	0.91

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
10	553	93	0.41	301	1.32
11	558	114	0.50	415	1.82
12	562	107	0.47	522	2.29
13	566	102	0.45	624	2.74
14	570	132	0.58	756	3.32
15	573	161	0.71	917	4.03
16	577	151	0.66	1068	4.69
17	580	194	0.85	1262	5.54
18	583	195	0.86	1457	6.40
19	586	224	0.98	1681	7.38
20	589	233	1.02	1914	8.40
21	592	273	1.20	2187	9.60
22	595	261	1.15	2448	10.75
23	598	277	1.22	2725	11.96
24	600	323	1.42	3048	13.38
25	603	343	1.51	3391	14.89
26	606	332	1.46	3723	16.34
27	608	389	1.71	4112	18.05
28	611	401	1.76	4513	19.81
29	613	444	1.95	4957	21.76
30	616	427	1.87	5384	23.64
31	618	485	2.13	5869	25.77
32	621	506	2.22	6375	27.99
33	623	513	2.25	6888	30.24
34	626	612	2.69	7500	32.93
35	628	563	2.47	8063	35.40
36	631	605	2.66	8668	38.05
37	633	596	2.62	9264	40.67
38	636	667	2.93	9931	43.60
39	638	635	2.79	10566	46.39
40	641	691	3.03	11257	49.42
41	644	703	3.09	11960	52.51
42	646	727	3.19	12687	55.70
43	649	750	3.29	13437	58.99
44	652	781	3.43	14218	62.42
45	655	747	3.28	14965	65.70
46	657	731	3.21	15696	68.91
47	660	717	3.15	16413	72.06
48	663	760	3.34	17173	75.39
49	667	706	3.10	17879	78.49
50	670	696	3.06	18575	81.55
51	673	673	2.95	19248	84.50
52	677	598	2.63	19846	87.13
53	680	558	2.45	20404	89.58
54	684	510	2.24	20914	91.82
55	688	434	1.91	21348	93.72
56	692	362	1.59	21710	95.31
57	697	279	1.22	21989	96.54

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
58	702	240	1.05	22229	97.59
59	707	182	0.80	22411	98.39
60	713	153	0.67	22564	99.06
61	719	102	0.45	22666	99.51
62	727	66	0.29	22732	99.80
63	735	27	0.12	22759	99.92
64	747	15	0.07	22774	99.98
65	762	3	0.01	22777	100.00
66	787	1	0.00	22778	100.00
67	830	0	0.00	22778	100.00

Table C.10 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 5 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	432	0	0.00	0	0.00
1	475	0	0.00	0	0.00
2	500	0	0.00	0	0.00
3	516	0	0.00	0	0.00
4	527	5	0.02	5	0.02
5	536	13	0.05	18	0.08
6	544	15	0.06	33	0.14
7	551	43	0.18	76	0.32
8	557	51	0.22	127	0.54
9	562	86	0.36	213	0.90
10	567	109	0.46	322	1.36
11	572	97	0.41	419	1.77
12	577	124	0.52	543	2.29
13	581	163	0.69	706	2.98
14	585	168	0.71	874	3.69
15	589	194	0.82	1068	4.51
16	592	227	0.96	1295	5.47
17	596	208	0.88	1503	6.34
18	599	207	0.87	1710	7.22
19	603	260	1.10	1970	8.32
20	606	240	1.01	2210	9.33
21	609	274	1.16	2484	10.49
22	612	297	1.25	2781	11.74
23	615	345	1.46	3126	13.20
24	618	349	1.47	3475	14.67
25	621	356	1.50	3831	16.17
26	624	420	1.77	4251	17.94
27	627	381	1.61	4632	19.55
28	630	436	1.84	5068	21.39
29	633	391	1.65	5459	23.04
30	635	473	2.00	5932	25.04
31	638	459	1.94	6391	26.98
32	641	534	2.25	6925	29.23

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
33	644	568	2.40	7493	31.63
34	647	589	2.49	8082	34.12
35	650	643	2.71	8725	36.83
36	652	723	3.05	9448	39.88
37	655	708	2.99	10156	42.87
38	658	754	3.18	10910	46.05
39	661	758	3.20	11668	49.25
40	664	830	3.50	12498	52.76
41	667	841	3.55	13339	56.31
42	670	877	3.70	14216	60.01
43	673	878	3.71	15094	63.71
44	676	960	4.05	16054	67.77
45	680	874	3.69	16928	71.46
46	683	898	3.79	17826	75.25
47	686	848	3.58	18674	78.83
48	690	822	3.47	19496	82.30
49	693	771	3.25	20267	85.55
50	697	672	2.84	20939	88.39
51	701	583	2.46	21522	90.85
52	705	536	2.26	22058	93.11
53	709	435	1.84	22493	94.95
54	713	338	1.43	22831	96.37
55	717	267	1.13	23098	97.50
56	722	194	0.82	23292	98.32
57	727	133	0.56	23425	98.88
58	732	93	0.39	23518	99.27
59	738	73	0.31	23591	99.58
60	744	50	0.21	23641	99.79
61	750	25	0.11	23666	99.90
62	758	9	0.04	23675	99.94
63	767	7	0.03	23682	99.97
64	778	7	0.03	23689	100.00
65	794	1	0.00	23690	100.00
66	820	0	0.00	23690	100.00
67	863	0	0.00	23690	100.00

Table C.11 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 6 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	440	0	0.00	0	0.00
1	483	0	0.00	0	0.00
2	508	1	0.00	1	0.00
3	524	1	0.00	2	0.01
4	535	6	0.02	8	0.03
5	544	8	0.03	16	0.07
6	551	10	0.04	26	0.11
7	557	20	0.08	46	0.19

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
8	563	58	0.24	104	0.43
9	568	54	0.22	158	0.66
10	573	69	0.29	227	0.94
11	577	60	0.25	287	1.19
12	581	85	0.35	372	1.54
13	584	86	0.36	458	1.90
14	588	87	0.36	545	2.26
15	591	116	0.48	661	2.74
16	594	99	0.41	760	3.16
17	597	128	0.53	888	3.69
18	600	165	0.69	1053	4.37
19	603	157	0.65	1210	5.02
20	606	188	0.78	1398	5.81
21	609	217	0.90	1615	6.71
22	611	229	0.95	1844	7.66
23	614	264	1.10	2108	8.75
24	616	298	1.24	2406	9.99
25	619	299	1.24	2705	11.23
26	621	335	1.39	3040	12.62
27	624	345	1.43	3385	14.06
28	626	392	1.63	3777	15.68
29	629	395	1.64	4172	17.32
30	631	427	1.77	4599	19.10
31	634	511	2.12	5110	21.22
32	636	493	2.05	5603	23.27
33	638	482	2.00	6085	25.27
34	641	525	2.18	6610	27.45
35	643	570	2.37	7180	29.81
36	645	655	2.72	7835	32.53
37	648	672	2.79	8507	35.33
38	650	659	2.74	9166	38.06
39	653	730	3.03	9896	41.09
40	655	761	3.16	10657	44.25
41	658	761	3.16	11418	47.41
42	660	784	3.26	12202	50.67
43	663	840	3.49	13042	54.16
44	665	777	3.23	13819	57.38
45	668	855	3.55	14674	60.93
46	671	826	3.43	15500	64.36
47	674	842	3.50	16342	67.86
48	676	881	3.66	17223	71.52
49	679	891	3.70	18114	75.22
50	682	855	3.55	18969	78.77
51	685	740	3.07	19709	81.84
52	689	694	2.88	20403	84.72
53	692	668	2.77	21071	87.50
54	695	570	2.37	21641	89.86
55	699	524	2.18	22165	92.04

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
56	703	429	1.78	22594	93.82
57	707	390	1.62	22984	95.44
58	711	319	1.32	23303	96.77
59	715	234	0.97	23537	97.74
60	720	177	0.73	23714	98.47
61	725	142	0.59	23856	99.06
62	730	93	0.39	23949	99.45
63	737	58	0.24	24007	99.69
64	743	32	0.13	24039	99.82
65	751	30	0.12	24069	99.95
66	760	8	0.03	24077	99.98
67	772	1	0.00	24078	99.98
68	787	3	0.01	24081	100.00
69	813	1	0.00	24082	100.00
70	856	0	0.00	24082	100.00

Table C.12 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 7 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	458	0	0.00	0	0.00
1	501	0	0.00	0	0.00
2	527	1	0.00	1	0.00
3	542	3	0.01	4	0.02
4	554	2	0.01	6	0.02
5	563	14	0.06	20	0.08
6	570	29	0.12	49	0.20
7	577	40	0.16	89	0.36
8	583	46	0.19	135	0.55
9	588	98	0.40	233	0.95
10	593	107	0.43	340	1.38
11	598	132	0.54	472	1.92
12	602	167	0.68	639	2.59
13	606	186	0.76	825	3.35
14	610	212	0.86	1037	4.21
15	614	237	0.96	1274	5.17
16	617	247	1.00	1521	6.17
17	621	278	1.13	1799	7.30
18	624	283	1.15	2082	8.45
19	628	335	1.36	2417	9.81
20	631	325	1.32	2742	11.13
21	634	344	1.40	3086	12.53
22	637	404	1.64	3490	14.17
23	640	415	1.68	3905	15.85
24	643	471	1.91	4376	17.76
25	646	489	1.99	4865	19.75
26	649	520	2.11	5385	21.86
27	651	551	2.24	5936	24.10

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
28	654	562	2.28	6498	26.38
29	657	651	2.64	7149	29.02
30	660	709	2.88	7858	31.90
31	663	692	2.81	8550	34.71
32	665	715	2.90	9265	37.61
33	668	787	3.19	10052	40.81
34	671	828	3.36	10880	44.17
35	674	833	3.38	11713	47.55
36	677	861	3.50	12574	51.05
37	679	923	3.75	13497	54.79
38	682	882	3.58	14379	58.37
39	685	873	3.54	15252	61.92
40	688	964	3.91	16216	65.83
41	691	869	3.53	17085	69.36
42	694	858	3.48	17943	72.84
43	697	855	3.47	18798	76.31
44	700	771	3.13	19569	79.44
45	703	704	2.86	20273	82.30
46	706	664	2.70	20937	85.00
47	709	596	2.42	21533	87.42
48	712	623	2.53	22156	89.94
49	716	497	2.02	22653	91.96
50	719	414	1.68	23067	93.64
51	723	365	1.48	23432	95.12
52	726	300	1.22	23732	96.34
53	730	229	0.93	23961	97.27
54	734	200	0.81	24161	98.08
55	737	156	0.63	24317	98.72
56	742	108	0.44	24425	99.16
57	746	84	0.34	24509	99.50
58	750	41	0.17	24550	99.66
59	755	30	0.12	24580	99.78
60	760	21	0.09	24601	99.87
61	766	13	0.05	24614	99.92
62	772	8	0.03	24622	99.96
63	779	7	0.03	24629	99.98
64	787	3	0.01	24632	100.00
65	796	1	0.00	24633	100.00
66	807	0	0.00	24633	100.00
67	823	0	0.00	24633	100.00
68	849	0	0.00	24633	100.00
69	892	0	0.00	24633	100.00

Table C.13 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 8 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	462	0	0.00	0	0.00
1	505	0	0.00	0	0.00
2	531	0	0.00	0	0.00
3	547	0	0.00	0	0.00
4	558	5	0.02	5	0.02
5	568	13	0.05	18	0.07
6	576	17	0.07	35	0.14
7	583	33	0.13	68	0.27
8	589	42	0.17	110	0.44
9	595	72	0.29	182	0.73
10	600	103	0.41	285	1.14
11	605	92	0.37	377	1.51
12	610	119	0.48	496	1.99
13	614	138	0.55	634	2.54
14	618	156	0.62	790	3.16
15	623	181	0.72	971	3.89
16	626	220	0.88	1191	4.77
17	630	222	0.89	1413	5.66
18	634	266	1.06	1679	6.72
19	637	312	1.25	1991	7.97
20	641	330	1.32	2321	9.29
21	644	346	1.38	2667	10.68
22	647	369	1.48	3036	12.15
23	651	478	1.91	3514	14.07
24	654	453	1.81	3967	15.88
25	657	532	2.13	4499	18.01
26	660	581	2.33	5080	20.33
27	663	653	2.61	5733	22.95
28	666	652	2.61	6385	25.56
29	669	720	2.88	7105	28.44
30	671	802	3.21	7907	31.65
31	674	857	3.43	8764	35.08
32	677	912	3.65	9676	38.73
33	680	907	3.63	10583	42.36
34	683	935	3.74	11518	46.10
35	685	931	3.73	12449	49.83
36	688	981	3.93	13430	53.76
37	691	968	3.87	14398	57.63
38	693	926	3.71	15324	61.34
39	696	960	3.84	16284	65.18
40	699	844	3.38	17128	68.56
41	702	827	3.31	17955	71.87
42	704	771	3.09	18726	74.95
43	707	813	3.25	19539	78.21
44	710	732	2.93	20271	81.14
45	713	667	2.67	20938	83.81
46	715	666	2.67	21604	86.47

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
47	718	571	2.29	22175	88.76
48	721	484	1.94	22659	90.70
49	724	452	1.81	23111	92.51
50	727	372	1.49	23483	94.00
51	730	350	1.40	23833	95.40
52	733	264	1.06	24097	96.45
53	737	216	0.86	24313	97.32
54	740	188	0.75	24501	98.07
55	743	115	0.46	24616	98.53
56	747	116	0.46	24732	99.00
57	751	87	0.35	24819	99.34
58	755	56	0.22	24875	99.57
59	759	37	0.15	24912	99.72
60	764	31	0.12	24943	99.84
61	769	21	0.08	24964	99.92
62	775	11	0.04	24975	99.97
63	781	5	0.02	24980	99.99
64	788	3	0.01	24983	100.00
65	797	0	0.00	24983	100.00
66	808	0	0.00	24983	100.00
67	824	0	0.00	24983	100.00
68	849	0	0.00	24983	100.00
69	892	0	0.00	24983	100.00

Table C.14 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 9 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	469	0	0.00	0	0.00
1	512	0	0.00	0	0.00
2	538	5	0.02	5	0.02
3	553	7	0.03	12	0.04
4	564	10	0.04	22	0.08
5	573	23	0.09	45	0.17
6	581	52	0.19	97	0.36
7	587	76	0.28	173	0.65
8	593	113	0.42	286	1.07
9	598	120	0.45	406	1.51
10	603	160	0.60	566	2.11
11	608	187	0.70	753	2.81
12	612	187	0.70	940	3.51
13	616	220	0.82	1160	4.33
14	620	233	0.87	1393	5.19
15	623	254	0.95	1647	6.14
16	627	273	1.02	1920	7.16
17	630	307	1.14	2227	8.30
18	633	324	1.21	2551	9.51
19	637	377	1.41	2928	10.92

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
20	640	405	1.51	3333	12.43
21	643	433	1.61	3766	14.04
22	646	477	1.78	4243	15.82
23	649	527	1.97	4770	17.79
24	652	568	2.12	5338	19.91
25	655	569	2.12	5907	22.03
26	657	614	2.29	6521	24.32
27	660	648	2.42	7169	26.73
28	663	715	2.67	7884	29.40
29	666	733	2.73	8617	32.13
30	668	726	2.71	9343	34.84
31	671	757	2.82	10100	37.66
32	674	786	2.93	10886	40.59
33	677	793	2.96	11679	43.55
34	679	815	3.04	12494	46.59
35	682	828	3.09	13322	49.68
36	685	854	3.18	14176	52.86
37	687	806	3.01	14982	55.87
38	690	855	3.19	15837	59.06
39	693	837	3.12	16674	62.18
40	696	827	3.08	17501	65.26
41	698	813	3.03	18314	68.29
42	701	839	3.13	19153	71.42
43	704	848	3.16	20001	74.58
44	707	765	2.85	20766	77.44
45	709	737	2.75	21503	80.18
46	712	709	2.64	22212	82.83
47	715	702	2.62	22914	85.45
48	718	616	2.30	23530	87.74
49	721	536	2.00	24066	89.74
50	724	502	1.87	24568	91.61
51	727	400	1.49	24968	93.11
52	730	402	1.50	25370	94.60
53	734	335	1.25	25705	95.85
54	737	243	0.91	25948	96.76
55	741	215	0.80	26163	97.56
56	744	170	0.63	26333	98.20
57	748	134	0.50	26467	98.69
58	753	125	0.47	26592	99.16
59	757	73	0.27	26665	99.43
60	762	54	0.20	26719	99.63
61	767	37	0.14	26756	99.77
62	773	33	0.12	26789	99.90
63	780	16	0.06	26805	99.96
64	787	8	0.03	26813	99.99
65	796	2	0.01	26815	99.99
66	808	1	0.00	26816	100.00
67	823	0	0.00	26816	100.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
68	849	1	0.00	26817	100.00
69	892	0	0.00	26817	100.00

Table C.15 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 3 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	395	0	0.00	0	0.00
1	438	0	0.00	0	0.00
2	465	0	0.00	0	0.00
3	481	0	0.00	0	0.00
4	493	0	0.00	0	0.00
5	502	1	0.00	1	0.00
6	510	3	0.01	4	0.02
7	518	5	0.02	9	0.04
8	524	19	0.08	28	0.12
9	530	29	0.13	57	0.25
10	536	43	0.19	100	0.44
11	541	51	0.22	151	0.66
12	546	78	0.34	229	1.00
13	550	97	0.42	326	1.42
14	555	127	0.55	453	1.97
15	559	166	0.72	619	2.70
16	563	177	0.77	796	3.47
17	567	219	0.95	1015	4.42
18	571	265	1.15	1280	5.57
19	575	273	1.19	1553	6.76
20	579	331	1.44	1884	8.20
21	582	385	1.68	2269	9.88
22	586	418	1.82	2687	11.70
23	590	446	1.94	3133	13.64
24	593	442	1.92	3575	15.57
25	596	524	2.28	4099	17.85
26	600	562	2.45	4661	20.30
27	603	626	2.73	5287	23.02
28	607	623	2.71	5910	25.73
29	610	663	2.89	6573	28.62
30	613	742	3.23	7315	31.85
31	617	732	3.19	8047	35.04
32	620	788	3.43	8835	38.47
33	623	799	3.48	9634	41.95
34	626	808	3.52	10442	45.47
35	630	824	3.59	11266	49.06
36	633	883	3.84	12149	52.90
37	636	827	3.60	12976	56.50
38	640	816	3.55	13792	60.05
39	643	825	3.59	14617	63.65
40	646	873	3.80	15490	67.45

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
41	649	784	3.41	16274	70.86
42	653	803	3.50	17077	74.36
43	656	750	3.27	17827	77.62
44	660	663	2.89	18490	80.51
45	663	659	2.87	19149	83.38
46	666	605	2.63	19754	86.01
47	670	574	2.50	20328	88.51
48	674	474	2.06	20802	90.58
49	677	505	2.20	21307	92.78
50	681	403	1.75	21710	94.53
51	685	307	1.34	22017	95.87
52	689	300	1.31	22317	97.17
53	694	208	0.91	22525	98.08
54	698	147	0.64	22672	98.72
55	704	116	0.51	22788	99.22
56	709	83	0.36	22871	99.59
57	716	54	0.24	22925	99.82
58	724	27	0.12	22952	99.94
59	734	13	0.06	22965	100.00
60	747	1	0.00	22966	100.00
61	771	0	0.00	22966	100.00
62	812	0	0.00	22966	100.00

Table C.16 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 4 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	408	0	0.00	0	0.00
1	452	0	0.00	0	0.00
2	477	0	0.00	0	0.00
3	493	0	0.00	0	0.00
4	505	3	0.01	3	0.01
5	514	2	0.01	5	0.02
6	522	2	0.01	7	0.03
7	529	10	0.04	17	0.07
8	536	22	0.10	39	0.17
9	541	39	0.17	78	0.34
10	547	53	0.23	131	0.58
11	552	78	0.34	209	0.92
12	556	109	0.48	318	1.40
13	561	137	0.60	455	2.00
14	565	164	0.72	619	2.72
15	569	194	0.85	813	3.57
16	573	223	0.98	1036	4.55
17	577	265	1.16	1301	5.71
18	581	309	1.36	1610	7.07
19	585	356	1.56	1966	8.63
20	588	402	1.77	2368	10.40

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
21	592	467	2.05	2835	12.45
22	595	518	2.27	3353	14.72
23	598	573	2.52	3926	17.24
24	602	614	2.70	4540	19.93
25	605	719	3.16	5259	23.09
26	608	736	3.23	5995	26.32
27	612	721	3.17	6716	29.49
28	615	786	3.45	7502	32.94
29	618	842	3.70	8344	36.64
30	621	886	3.89	9230	40.53
31	624	870	3.82	10100	44.34
32	627	886	3.89	10986	48.23
33	630	908	3.99	11894	52.22
34	633	885	3.89	12779	56.11
35	636	874	3.84	13653	59.94
36	639	817	3.59	14470	63.53
37	642	903	3.96	15373	67.50
38	645	811	3.56	16184	71.06
39	648	807	3.54	16991	74.60
40	651	761	3.34	17752	77.94
41	654	749	3.29	18501	81.23
42	657	655	2.88	19156	84.11
43	661	624	2.74	19780	86.85
44	664	567	2.49	20347	89.34
45	667	480	2.11	20827	91.44
46	671	425	1.87	21252	93.31
47	675	322	1.41	21574	94.72
48	678	301	1.32	21875	96.04
49	682	248	1.09	22123	97.13
50	687	195	0.86	22318	97.99
51	691	163	0.72	22481	98.70
52	696	83	0.36	22564	99.07
53	701	81	0.36	22645	99.42
54	707	64	0.28	22709	99.71
55	713	29	0.13	22738	99.83
56	720	19	0.08	22757	99.92
57	729	10	0.04	22767	99.96
58	739	5	0.02	22772	99.98
59	751	2	0.01	22774	99.99
60	768	1	0.00	22775	100.00
61	796	1	0.00	22776	100.00
62	841	0	0.00	22776	100.00

Table C.17 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 5 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	445	0	0.00	0	0.00
1	488	0	0.00	0	0.00
2	514	0	0.00	0	0.00
3	530	0	0.00	0	0.00
4	541	3	0.01	3	0.01
5	551	4	0.02	7	0.03
6	558	20	0.08	27	0.11
7	565	27	0.11	54	0.23
8	571	53	0.22	107	0.45
9	576	84	0.36	191	0.81
10	581	147	0.62	338	1.43
11	586	192	0.81	530	2.24
12	590	263	1.11	793	3.35
13	594	298	1.26	1091	4.61
14	598	368	1.56	1459	6.17
15	602	425	1.80	1884	7.96
16	605	507	2.14	2391	10.11
17	609	516	2.18	2907	12.29
18	612	531	2.24	3438	14.53
19	615	649	2.74	4087	17.27
20	618	703	2.97	4790	20.25
21	621	698	2.95	5488	23.20
22	624	729	3.08	6217	26.28
23	626	744	3.14	6961	29.42
24	629	737	3.12	7698	32.54
25	632	741	3.13	8439	35.67
26	635	751	3.17	9190	38.84
27	637	811	3.43	10001	42.27
28	640	796	3.36	10797	45.64
29	642	779	3.29	11576	48.93
30	644	752	3.18	12328	52.11
31	647	705	2.98	13033	55.09
32	649	721	3.05	13754	58.13
33	652	671	2.84	14425	60.97
34	654	665	2.81	15090	63.78
35	656	672	2.84	15762	66.62
36	658	661	2.79	16423	69.42
37	661	611	2.58	17034	72.00
38	663	613	2.59	17647	74.59
39	665	592	2.50	18239	77.09
40	668	562	2.38	18801	79.47
41	670	539	2.28	19340	81.74
42	672	490	2.07	19830	83.82
43	675	489	2.07	20319	85.88
44	677	461	1.95	20780	87.83
45	680	432	1.83	21212	89.66
46	683	398	1.68	21610	91.34

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
47	686	333	1.41	21943	92.75
48	688	295	1.25	22238	93.99
49	692	274	1.16	22512	95.15
50	695	200	0.85	22712	96.00
51	698	236	1.00	22948	96.99
52	702	176	0.74	23124	97.74
53	706	126	0.53	23250	98.27
54	710	124	0.52	23374	98.80
55	715	102	0.43	23476	99.23
56	720	65	0.27	23541	99.50
57	726	47	0.20	23588	99.70
58	732	38	0.16	23626	99.86
59	740	18	0.08	23644	99.94
60	749	7	0.03	23651	99.97
61	760	7	0.03	23658	100.00
62	775	1	0.00	23659	100.00
63	800	0	0.00	23659	100.00
64	842	0	0.00	23659	100.00

Table C.18 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 6 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	444	0	0.00	0	0.00
1	487	0	0.00	0	0.00
2	513	0	0.00	0	0.00
3	529	0	0.00	0	0.00
4	540	4	0.02	4	0.02
5	550	13	0.05	17	0.07
6	558	22	0.09	39	0.16
7	565	38	0.16	77	0.32
8	571	94	0.39	171	0.71
9	577	109	0.45	280	1.16
10	582	156	0.65	436	1.81
11	587	197	0.82	633	2.63
12	591	238	0.99	871	3.62
13	596	287	1.19	1158	4.81
14	600	338	1.41	1496	6.22
15	604	352	1.46	1848	7.68
16	608	428	1.78	2276	9.46
17	611	486	2.02	2762	11.48
18	615	545	2.27	3307	13.75
19	618	600	2.49	3907	16.24
20	622	637	2.65	4544	18.89
21	625	705	2.93	5249	21.82
22	628	740	3.08	5989	24.90
23	631	783	3.25	6772	28.15
24	635	841	3.50	7613	31.65

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
25	638	803	3.34	8416	34.99
26	641	896	3.72	9312	38.71
27	644	893	3.71	10205	42.42
28	647	905	3.76	11110	46.18
29	650	918	3.82	12028	50.00
30	653	899	3.74	12927	53.74
31	656	824	3.43	13751	57.16
32	659	865	3.60	14616	60.76
33	662	837	3.48	15453	64.24
34	665	836	3.48	16289	67.71
35	668	757	3.15	17046	70.86
36	671	812	3.38	17858	74.24
37	674	695	2.89	18553	77.12
38	677	706	2.93	19259	80.06
39	680	644	2.68	19903	82.74
40	683	596	2.48	20499	85.21
41	687	573	2.38	21072	87.60
42	690	530	2.20	21602	89.80
43	693	464	1.93	22066	91.73
44	697	376	1.56	22442	93.29
45	700	358	1.49	22800	94.78
46	704	325	1.35	23125	96.13
47	708	225	0.94	23350	97.07
48	712	212	0.88	23562	97.95
49	716	144	0.60	23706	98.55
50	721	110	0.46	23816	99.00
51	725	89	0.37	23905	99.37
52	731	65	0.27	23970	99.64
53	737	38	0.16	24008	99.80
54	743	26	0.11	24034	99.91
55	751	13	0.05	24047	99.96
56	761	6	0.02	24053	99.99
57	773	3	0.01	24056	100.00
58	790	0	0.00	24056	100.00
59	819	0	0.00	24056	100.00
60	865	0	0.00	24056	100.00

Table C.19 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 7 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	456	0	0.00	0	0.00
1	499	0	0.00	0	0.00
2	525	1	0.00	1	0.00
3	540	3	0.01	4	0.02
4	552	3	0.01	7	0.03
5	561	7	0.03	14	0.06
6	568	29	0.12	43	0.17

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
7	575	40	0.16	83	0.34
8	581	68	0.28	151	0.61
9	586	110	0.45	261	1.06
10	591	162	0.66	423	1.72
11	596	217	0.88	640	2.60
12	600	276	1.12	916	3.72
13	604	331	1.35	1247	5.07
14	608	415	1.69	1662	6.75
15	612	471	1.91	2133	8.67
16	615	461	1.87	2594	10.54
17	619	534	2.17	3128	12.71
18	622	572	2.32	3700	15.04
19	626	594	2.41	4294	17.45
20	629	647	2.63	4941	20.08
21	632	626	2.54	5567	22.62
22	635	694	2.82	6261	25.44
23	638	679	2.76	6940	28.20
24	641	742	3.02	7682	31.22
25	644	729	2.96	8411	34.18
26	647	771	3.13	9182	37.31
27	650	758	3.08	9940	40.39
28	652	755	3.07	10695	43.46
29	655	787	3.20	11482	46.66
30	658	789	3.21	12271	49.86
31	661	797	3.24	13068	53.10
32	664	810	3.29	13878	56.39
33	666	771	3.13	14649	59.53
34	669	740	3.01	15389	62.53
35	672	733	2.98	16122	65.51
36	675	780	3.17	16902	68.68
37	678	759	3.08	17661	71.77
38	681	702	2.85	18363	74.62
39	684	718	2.92	19081	77.54
40	687	678	2.76	19759	80.29
41	690	654	2.66	20413	82.95
42	693	570	2.32	20983	85.27
43	696	569	2.31	21552	87.58
44	699	499	2.03	22051	89.61
45	703	430	1.75	22481	91.35
46	706	403	1.64	22884	92.99
47	710	351	1.43	23235	94.42
48	713	283	1.15	23518	95.57
49	717	245	1.00	23763	96.56
50	721	199	0.81	23962	97.37
51	725	173	0.70	24135	98.07
52	729	138	0.56	24273	98.63
53	733	103	0.42	24376	99.05
54	738	74	0.30	24450	99.35

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
55	743	56	0.23	24506	99.58
56	748	42	0.17	24548	99.75
57	754	21	0.09	24569	99.84
58	760	18	0.07	24587	99.91
59	768	9	0.04	24596	99.95
60	776	6	0.02	24602	99.97
61	786	3	0.01	24605	99.98
62	801	3	0.01	24608	100.00
63	825	1	0.00	24609	100.00
64	866	0	0.00	24609	100.00

Table C.20 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 8 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	480	0	0.00	0	0.00
1	522	0	0.00	0	0.00
2	548	0	0.00	0	0.00
3	563	3	0.01	3	0.01
4	574	7	0.03	10	0.04
5	583	27	0.11	37	0.15
6	590	36	0.14	73	0.29
7	596	69	0.28	142	0.57
8	602	99	0.40	241	0.97
9	607	166	0.67	407	1.64
10	612	206	0.83	613	2.46
11	616	272	1.09	885	3.56
12	620	341	1.37	1226	4.93
13	624	368	1.48	1594	6.41
14	628	436	1.75	2030	8.16
15	631	454	1.83	2484	9.99
16	634	555	2.23	3039	12.22
17	637	623	2.51	3662	14.72
18	640	666	2.68	4328	17.40
19	643	687	2.76	5015	20.16
20	646	740	2.98	5755	23.14
21	649	699	2.81	6454	25.95
22	652	764	3.07	7218	29.02
23	654	844	3.39	8062	32.42
24	657	844	3.39	8906	35.81
25	660	816	3.28	9722	39.09
26	662	810	3.26	10532	42.35
27	665	842	3.39	11374	45.73
28	667	837	3.37	12211	49.10
29	670	839	3.37	13050	52.47
30	672	850	3.42	13900	55.89
31	675	802	3.22	14702	59.12
32	677	804	3.23	15506	62.35

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
33	680	785	3.16	16291	65.50
34	682	737	2.96	17028	68.47
35	685	659	2.65	17687	71.12
36	687	715	2.87	18402	73.99
37	690	647	2.60	19049	76.59
38	692	607	2.44	19656	79.03
39	695	609	2.45	20265	81.48
40	698	543	2.18	20808	83.67
41	700	542	2.18	21350	85.85
42	703	461	1.85	21811	87.70
43	706	430	1.73	22241	89.43
44	708	371	1.49	22612	90.92
45	711	353	1.42	22965	92.34
46	714	319	1.28	23284	93.62
47	717	318	1.28	23602	94.90
48	720	267	1.07	23869	95.98
49	723	202	0.81	24071	96.79
50	727	179	0.72	24250	97.51
51	730	140	0.56	24390	98.07
52	734	108	0.43	24498	98.50
53	737	102	0.41	24600	98.91
54	741	80	0.32	24680	99.24
55	745	65	0.26	24745	99.50
56	750	45	0.18	24790	99.68
57	754	26	0.10	24816	99.78
58	760	25	0.10	24841	99.88
59	766	15	0.06	24856	99.94
60	772	5	0.02	24861	99.96
61	780	6	0.02	24867	99.99
62	789	1	0.00	24868	99.99
63	801	0	0.00	24868	99.99
64	818	2	0.01	24870	100.00
65	845	0	0.00	24870	100.00
66	889	0	0.00	24870	100.00

Table C.21 Raw/Scale Score Simple & Cumulative Frequencies (English Grade 9 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	490	0	0.00	0	0.00
1	534	0	0.00	0	0.00
2	559	1	0.00	1	0.00
3	575	4	0.01	5	0.02
4	587	19	0.07	24	0.09
5	596	26	0.10	50	0.19
6	604	76	0.28	126	0.47
7	611	166	0.62	292	1.09
8	617	195	0.73	487	1.82

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
9	622	303	1.14	790	2.96
10	628	403	1.51	1193	4.47
11	632	473	1.77	1666	6.24
12	637	550	2.06	2216	8.30
13	641	573	2.15	2789	10.45
14	645	641	2.40	3430	12.85
15	649	699	2.62	4129	15.47
16	653	763	2.86	4892	18.33
17	656	782	2.93	5674	21.26
18	659	804	3.01	6478	24.27
19	663	788	2.95	7266	27.23
20	666	849	3.18	8115	30.41
21	669	923	3.46	9038	33.87
22	672	939	3.52	9977	37.39
23	675	856	3.21	10833	40.59
24	678	879	3.29	11712	43.89
25	681	914	3.43	12626	47.31
26	684	878	3.29	13504	50.60
27	686	911	3.41	14415	54.02
28	689	807	3.02	15222	57.04
29	692	851	3.19	16073	60.23
30	694	786	2.95	16859	63.18
31	697	787	2.95	17646	66.12
32	700	723	2.71	18369	68.83
33	702	735	2.75	19104	71.59
34	705	639	2.39	19743	73.98
35	707	618	2.32	20361	76.30
36	710	580	2.17	20941	78.47
37	712	593	2.22	21534	80.69
38	715	553	2.07	22087	82.77
39	717	514	1.93	22601	84.69
40	720	440	1.65	23041	86.34
41	722	465	1.74	23506	88.08
42	724	397	1.49	23903	89.57
43	727	343	1.29	24246	90.86
44	729	325	1.22	24571	92.07
45	732	310	1.16	24881	93.24
46	735	249	0.93	25130	94.17
47	737	224	0.84	25354	95.01
48	740	205	0.77	25559	95.78
49	743	190	0.71	25749	96.49
50	746	167	0.63	25916	97.11
51	749	146	0.55	26062	97.66
52	752	116	0.43	26178	98.10
53	755	109	0.41	26287	98.50
54	759	105	0.39	26392	98.90
55	763	79	0.30	26471	99.19
56	767	66	0.25	26537	99.44

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
57	771	44	0.16	26581	99.61
58	776	34	0.13	26615	99.73
59	782	27	0.10	26642	99.84
60	788	15	0.06	26657	99.89
61	795	12	0.04	26669	99.94
62	804	9	0.03	26678	99.97
63	815	5	0.02	26683	99.99
64	830	1	0.00	26684	99.99
65	855	1	0.00	26685	100.00
66	898	1	0.00	26686	100.00

Table C.22 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 3 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	401	0	0.00	0	0.00
1	444	0	0.00	0	0.00
2	470	0	0.00	0	0.00
3	485	0	0.00	0	0.00
4	496	0	0.00	0	0.00
5	505	2	0.12	2	0.12
6	512	1	0.06	3	0.18
7	519	5	0.29	8	0.47
8	524	3	0.18	11	0.64
9	529	7	0.41	18	1.05
10	534	13	0.76	31	1.81
11	538	21	1.23	52	3.04
12	542	23	1.34	75	4.38
13	546	24	1.40	99	5.79
14	550	39	2.28	138	8.07
15	553	35	2.05	173	10.11
16	556	38	2.22	211	12.33
17	560	34	1.99	245	14.32
18	563	43	2.51	288	16.83
19	565	48	2.81	336	19.64
20	568	50	2.92	386	22.56
21	571	45	2.63	431	25.19
22	573	46	2.69	477	27.88
23	576	52	3.04	529	30.92
24	578	41	2.40	570	33.31
25	581	47	2.75	617	36.06
26	583	56	3.27	673	39.33
27	585	51	2.98	724	42.31
28	588	37	2.16	761	44.48
29	590	47	2.75	808	47.22
30	592	60	3.51	868	50.73
31	594	50	2.92	918	53.65
32	596	54	3.16	972	56.81

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
33	598	44	2.57	1016	59.38
34	600	25	1.46	1041	60.84
35	602	45	2.63	1086	63.47
36	604	34	1.99	1120	65.46
37	606	47	2.75	1167	68.21
38	608	45	2.63	1212	70.84
39	610	29	1.69	1241	72.53
40	612	34	1.99	1275	74.52
41	614	26	1.52	1301	76.04
42	616	43	2.51	1344	78.55
43	618	31	1.81	1375	80.36
44	620	26	1.52	1401	81.88
45	622	29	1.69	1430	83.58
46	624	33	1.93	1463	85.51
47	626	25	1.46	1488	86.97
48	628	27	1.58	1515	88.54
49	630	22	1.29	1537	89.83
50	632	24	1.40	1561	91.23
51	634	22	1.29	1583	92.52
52	636	16	0.94	1599	93.45
53	638	21	1.23	1620	94.68
54	640	9	0.53	1629	95.21
55	642	14	0.82	1643	96.03
56	644	12	0.70	1655	96.73
57	647	2	0.12	1657	96.84
58	649	5	0.29	1662	97.14
59	651	9	0.53	1671	97.66
60	654	4	0.23	1675	97.90
61	656	9	0.53	1684	98.42
62	659	6	0.35	1690	98.77
63	662	6	0.35	1696	99.12
64	665	0	0.00	1696	99.12
65	668	2	0.12	1698	99.24
66	671	1	0.06	1699	99.30
67	674	2	0.12	1701	99.42
68	677	3	0.18	1704	99.59
69	681	0	0.00	1704	99.59
70	685	2	0.12	1706	99.71
71	689	2	0.12	1708	99.82
72	694	1	0.06	1709	99.88
73	699	1	0.06	1710	99.94
74	705	0	0.00	1710	99.94
75	712	0	0.00	1710	99.94
76	722	0	0.00	1710	99.94
77	735	1	0.06	1711	100.00
78	757	0	0.00	1711	100.00
79	798	0	0.00	1711	100.00

Table C.23 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 4 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	416	0	0.00	0	0.00
1	459	0	0.00	0	0.00
2	484	0	0.00	0	0.00
3	499	0	0.00	0	0.00
4	510	0	0.00	0	0.00
5	519	1	0.08	1	0.08
6	527	0	0.00	1	0.08
7	533	6	0.47	7	0.55
8	538	5	0.39	12	0.94
9	543	3	0.24	15	1.18
10	548	6	0.47	21	1.65
11	552	15	1.18	36	2.83
12	556	19	1.49	55	4.32
13	560	28	2.20	83	6.51
14	563	23	1.81	106	8.32
15	567	37	2.90	143	11.22
16	570	35	2.75	178	13.97
17	573	37	2.90	215	16.88
18	576	45	3.53	260	20.41
19	578	35	2.75	295	23.16
20	581	39	3.06	334	26.22
21	584	46	3.61	380	29.83
22	586	41	3.22	421	33.05
23	589	38	2.98	459	36.03
24	591	60	4.71	519	40.74
25	593	38	2.98	557	43.72
26	596	30	2.35	587	46.08
27	598	40	3.14	627	49.22
28	600	43	3.38	670	52.59
29	602	38	2.98	708	55.57
30	604	41	3.22	749	58.79
31	606	27	2.12	776	60.91
32	608	26	2.04	802	62.95
33	611	33	2.59	835	65.54
34	613	25	1.96	860	67.50
35	615	30	2.35	890	69.86
36	617	28	2.20	918	72.06
37	619	28	2.20	946	74.25
38	621	29	2.28	975	76.53
39	623	25	1.96	1000	78.49
40	625	20	1.57	1020	80.06
41	627	23	1.81	1043	81.87
42	629	23	1.81	1066	83.67
43	631	23	1.81	1089	85.48
44	633	17	1.33	1106	86.81
45	635	21	1.65	1127	88.46
46	637	18	1.41	1145	89.87

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
47	639	12	0.94	1157	90.82
48	641	10	0.78	1167	91.60
49	644	14	1.10	1181	92.70
50	646	17	1.33	1198	94.03
51	648	11	0.86	1209	94.90
52	650	6	0.47	1215	95.37
53	652	11	0.86	1226	96.23
54	655	7	0.55	1233	96.78
55	657	5	0.39	1238	97.17
56	659	6	0.47	1244	97.65
57	662	5	0.39	1249	98.04
58	664	4	0.31	1253	98.35
59	666	4	0.31	1257	98.67
60	669	3	0.24	1260	98.90
61	671	4	0.31	1264	99.22
62	674	6	0.47	1270	99.69
63	676	2	0.16	1272	99.84
64	679	1	0.08	1273	99.92
65	682	0	0.00	1273	99.92
66	685	0	0.00	1273	99.92
67	688	1	0.08	1274	100.00
68	691	0	0.00	1274	100.00
69	694	0	0.00	1274	100.00
70	698	0	0.00	1274	100.00
71	701	0	0.00	1274	100.00
72	705	0	0.00	1274	100.00
73	710	0	0.00	1274	100.00
74	715	0	0.00	1274	100.00
75	720	0	0.00	1274	100.00
76	726	0	0.00	1274	100.00
77	734	0	0.00	1274	100.00
78	744	0	0.00	1274	100.00
79	757	0	0.00	1274	100.00
80	781	0	0.00	1274	100.00
81	822	0	0.00	1274	100.00

Table C.24 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 5 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	430	0	0.00	0	0.00
1	473	0	0.00	0	0.00
2	498	1	0.12	1	0.12
3	514	0	0.00	1	0.12
4	525	0	0.00	1	0.12
5	534	0	0.00	1	0.12
6	541	2	0.23	3	0.35
7	548	2	0.23	5	0.58

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
8	553	7	0.81	12	1.40
9	559	7	0.81	19	2.21
10	563	15	1.74	34	3.95
11	568	22	2.56	56	6.51
12	572	13	1.51	69	8.02
13	575	16	1.86	85	9.88
14	579	22	2.56	107	12.44
15	582	27	3.14	134	15.58
16	586	19	2.21	153	17.79
17	589	36	4.19	189	21.98
18	591	26	3.02	215	25.00
19	594	33	3.84	248	28.84
20	597	40	4.65	288	33.49
21	599	32	3.72	320	37.21
22	602	21	2.44	341	39.65
23	604	46	5.35	387	45.00
24	607	27	3.14	414	48.14
25	609	33	3.84	447	51.98
26	611	28	3.26	475	55.23
27	613	22	2.56	497	57.79
28	615	17	1.98	514	59.77
29	618	32	3.72	546	63.49
30	620	32	3.72	578	67.21
31	622	27	3.14	605	70.35
32	624	19	2.21	624	72.56
33	626	18	2.09	642	74.65
34	627	19	2.21	661	76.86
35	629	11	1.28	672	78.14
36	631	9	1.05	681	79.19
37	633	13	1.51	694	80.70
38	635	15	1.74	709	82.44
39	637	12	1.40	721	83.84
40	639	9	1.05	730	84.88
41	641	16	1.86	746	86.74
42	642	11	1.28	757	88.02
43	644	14	1.63	771	89.65
44	646	18	2.09	789	91.74
45	648	7	0.81	796	92.56
46	650	10	1.16	806	93.72
47	652	6	0.70	812	94.42
48	653	5	0.58	817	95.00
49	655	2	0.23	819	95.23
50	657	6	0.70	825	95.93
51	659	5	0.58	830	96.51
52	661	6	0.70	836	97.21
53	663	3	0.35	839	97.56
54	664	3	0.35	842	97.91
55	666	3	0.35	845	98.26

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
56	668	1	0.12	846	98.37
57	670	1	0.12	847	98.49
58	672	2	0.23	849	98.72
59	674	2	0.23	851	98.95
60	676	3	0.35	854	99.30
61	678	2	0.23	856	99.53
62	680	0	0.00	856	99.53
63	682	0	0.00	856	99.53
64	685	1	0.12	857	99.65
65	687	0	0.00	857	99.65
66	689	0	0.00	857	99.65
67	692	1	0.12	858	99.77
68	694	0	0.00	858	99.77
69	697	1	0.12	859	99.88
70	700	0	0.00	859	99.88
71	703	0	0.00	859	99.88
72	706	1	0.12	860	100.00
73	709	0	0.00	860	100.00
74	713	0	0.00	860	100.00
75	718	0	0.00	860	100.00
76	722	0	0.00	860	100.00
77	727	0	0.00	860	100.00
78	734	0	0.00	860	100.00
79	741	0	0.00	860	100.00
80	749	0	0.00	860	100.00
81	761	0	0.00	860	100.00
82	776	0	0.00	860	100.00
83	802	0	0.00	860	100.00
84	845	0	0.00	860	100.00

Table C.25 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 6 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	460	0	0.00	0	0.00
1	503	0	0.00	0	0.00
2	528	0	0.00	0	0.00
3	543	0	0.00	0	0.00
4	554	0	0.00	0	0.00
5	562	0	0.00	0	0.00
6	569	1	0.15	1	0.15
7	576	7	1.07	8	1.22
8	581	4	0.61	12	1.83
9	586	16	2.44	28	4.27
10	590	11	1.68	39	5.95
11	595	20	3.05	59	8.99
12	598	23	3.51	82	12.50
13	602	22	3.35	104	15.85

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
14	605	29	4.42	133	20.27
15	608	29	4.42	162	24.70
16	611	33	5.03	195	29.73
17	614	24	3.66	219	33.38
18	617	26	3.96	245	37.35
19	620	29	4.42	274	41.77
20	622	33	5.03	307	46.80
21	625	35	5.34	342	52.13
22	627	33	5.03	375	57.16
23	629	20	3.05	395	60.21
24	632	28	4.27	423	64.48
25	634	23	3.51	446	67.99
26	636	23	3.51	469	71.49
27	638	11	1.68	480	73.17
28	640	7	1.07	487	74.24
29	642	8	1.22	495	75.46
30	644	14	2.13	509	77.59
31	646	17	2.59	526	80.18
32	648	9	1.37	535	81.55
33	650	9	1.37	544	82.93
34	651	10	1.52	554	84.45
35	653	13	1.98	567	86.43
36	655	10	1.52	577	87.96
37	657	7	1.07	584	89.02
38	659	6	0.91	590	89.94
39	660	9	1.37	599	91.31
40	662	7	1.07	606	92.38
41	664	7	1.07	613	93.45
42	666	5	0.76	618	94.21
43	667	4	0.61	622	94.82
44	669	4	0.61	626	95.43
45	671	4	0.61	630	96.04
46	673	2	0.30	632	96.34
47	674	2	0.30	634	96.65
48	676	1	0.15	635	96.80
49	678	1	0.15	636	96.95
50	679	1	0.15	637	97.10
51	681	1	0.15	638	97.26
52	683	4	0.61	642	97.87
53	685	0	0.00	642	97.87
54	686	3	0.46	645	98.32
55	688	0	0.00	645	98.32
56	690	1	0.15	646	98.48
57	692	3	0.46	649	98.93
58	694	0	0.00	649	98.93
59	696	2	0.30	651	99.24
60	698	1	0.15	652	99.39
61	699	1	0.15	653	99.54

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
62	701	0	0.00	653	99.54
63	703	1	0.15	654	99.70
64	706	0	0.00	654	99.70
65	708	0	0.00	654	99.70
66	710	1	0.15	655	99.85
67	712	0	0.00	655	99.85
68	714	1	0.15	656	100.00
69	717	0	0.00	656	100.00
70	719	0	0.00	656	100.00
71	722	0	0.00	656	100.00
72	725	0	0.00	656	100.00
73	728	0	0.00	656	100.00
74	731	0	0.00	656	100.00
75	734	0	0.00	656	100.00
76	737	0	0.00	656	100.00
77	741	0	0.00	656	100.00
78	745	0	0.00	656	100.00
79	750	0	0.00	656	100.00
80	755	0	0.00	656	100.00
81	760	0	0.00	656	100.00
82	767	0	0.00	656	100.00
83	775	0	0.00	656	100.00
84	785	0	0.00	656	100.00
85	800	0	0.00	656	100.00
86	824	0	0.00	656	100.00
87	866	0	0.00	656	100.00

Table C.26 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 7 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	451	0	0.00	0	0.00
1	495	0	0.00	0	0.00
2	521	0	0.00	0	0.00
3	537	0	0.00	0	0.00
4	548	0	0.00	0	0.00
5	558	0	0.00	0	0.00
6	566	0	0.00	0	0.00
7	572	0	0.00	0	0.00
8	578	5	0.74	5	0.74
9	583	11	1.63	16	2.37
10	588	16	2.37	32	4.75
11	593	12	1.78	44	6.53
12	597	13	1.93	57	8.46
13	601	30	4.45	87	12.91
14	604	35	5.19	122	18.10
15	608	21	3.12	143	21.22
16	611	38	5.64	181	26.85

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
17	614	38	5.64	219	32.49
18	617	32	4.75	251	37.24
19	620	37	5.49	288	42.73
20	623	22	3.26	310	45.99
21	625	25	3.71	335	49.70
22	628	33	4.90	368	54.60
23	630	21	3.12	389	57.72
24	633	36	5.34	425	63.06
25	635	25	3.71	450	66.77
26	637	17	2.52	467	69.29
27	640	24	3.56	491	72.85
28	642	16	2.37	507	75.22
29	644	15	2.23	522	77.45
30	646	17	2.52	539	79.97
31	648	12	1.78	551	81.75
32	650	11	1.63	562	83.38
33	652	9	1.34	571	84.72
34	654	8	1.19	579	85.91
35	656	5	0.74	584	86.65
36	658	11	1.63	595	88.28
37	660	8	1.19	603	89.47
38	662	6	0.89	609	90.36
39	663	11	1.63	620	91.99
40	665	7	1.04	627	93.03
41	667	6	0.89	633	93.92
42	669	7	1.04	640	94.96
43	670	6	0.89	646	95.85
44	672	2	0.30	648	96.14
45	674	6	0.89	654	97.03
46	676	2	0.30	656	97.33
47	677	2	0.30	658	97.63
48	679	1	0.15	659	97.77
49	681	0	0.00	659	97.77
50	682	2	0.30	661	98.07
51	684	2	0.30	663	98.37
52	686	1	0.15	664	98.52
53	687	1	0.15	665	98.66
54	689	0	0.00	665	98.66
55	691	2	0.30	667	98.96
56	693	1	0.15	668	99.11
57	694	1	0.15	669	99.26
58	696	2	0.30	671	99.55
59	698	1	0.15	672	99.70
60	700	0	0.00	672	99.70
61	702	1	0.15	673	99.85
62	704	0	0.00	673	99.85
63	706	0	0.00	673	99.85
64	708	0	0.00	673	99.85

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
65	710	0	0.00	673	99.85
66	712	0	0.00	673	99.85
67	714	0	0.00	673	99.85
68	717	0	0.00	673	99.85
69	719	1	0.15	674	100.00
70	722	0	0.00	674	100.00
71	724	0	0.00	674	100.00
72	727	0	0.00	674	100.00
73	730	0	0.00	674	100.00
74	734	0	0.00	674	100.00
75	737	0	0.00	674	100.00
76	741	0	0.00	674	100.00
77	745	0	0.00	674	100.00
78	749	0	0.00	674	100.00
79	754	0	0.00	674	100.00
80	760	0	0.00	674	100.00
81	766	0	0.00	674	100.00
82	774	0	0.00	674	100.00
83	783	0	0.00	674	100.00
84	794	0	0.00	674	100.00
85	810	0	0.00	674	100.00
86	836	0	0.00	674	100.00
87	879	0	0.00	674	100.00

Table C.27 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 8 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	470	0	0.00	0	0.00
1	512	0	0.00	0	0.00
2	537	0	0.00	0	0.00
3	552	0	0.00	0	0.00
4	562	0	0.00	0	0.00
5	571	0	0.00	0	0.00
6	577	0	0.00	0	0.00
7	583	3	0.47	3	0.47
8	589	3	0.47	6	0.93
9	593	5	0.78	11	1.71
10	598	11	1.71	22	3.41
11	602	13	2.02	35	5.43
12	605	13	2.02	48	7.44
13	609	17	2.64	65	10.08
14	612	16	2.48	81	12.56
15	616	21	3.26	102	15.81
16	619	24	3.72	126	19.53
17	622	31	4.81	157	24.34
18	624	22	3.41	179	27.75
19	627	24	3.72	203	31.47

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
20	630	18	2.79	221	34.26
21	632	21	3.26	242	37.52
22	635	19	2.95	261	40.47
23	637	21	3.26	282	43.72
24	640	19	2.95	301	46.67
25	642	20	3.10	321	49.77
26	644	26	4.03	347	53.80
27	646	25	3.88	372	57.67
28	648	25	3.88	397	61.55
29	651	17	2.64	414	64.19
30	653	25	3.88	439	68.06
31	655	19	2.95	458	71.01
32	656	16	2.48	474	73.49
33	658	13	2.02	487	75.50
34	660	12	1.86	499	77.36
35	662	12	1.86	511	79.22
36	664	13	2.02	524	81.24
37	666	16	2.48	540	83.72
38	668	9	1.40	549	85.12
39	669	8	1.24	557	86.36
40	671	8	1.24	565	87.60
41	673	7	1.09	572	88.68
42	675	8	1.24	580	89.92
43	676	12	1.86	592	91.78
44	678	7	1.09	599	92.87
45	680	5	0.78	604	93.64
46	682	4	0.62	608	94.26
47	684	2	0.31	610	94.57
48	685	4	0.62	614	95.19
49	687	2	0.31	616	95.50
50	689	4	0.62	620	96.12
51	691	3	0.47	623	96.59
52	693	3	0.47	626	97.05
53	695	2	0.31	628	97.36
54	697	1	0.16	629	97.52
55	699	3	0.47	632	97.98
56	701	3	0.47	635	98.45
57	703	1	0.16	636	98.60
58	705	1	0.16	637	98.76
59	707	0	0.00	637	98.76
60	709	1	0.16	638	98.91
61	711	4	0.62	642	99.53
62	713	1	0.16	643	99.69
63	716	0	0.00	643	99.69
64	718	1	0.16	644	99.84
65	720	0	0.00	644	99.84
66	723	0	0.00	644	99.84
67	726	0	0.00	644	99.84

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
68	728	0	0.00	644	99.84
69	731	0	0.00	644	99.84
70	734	0	0.00	644	99.84
71	737	0	0.00	644	99.84
72	740	0	0.00	644	99.84
73	743	0	0.00	644	99.84
74	747	0	0.00	644	99.84
75	751	0	0.00	644	99.84
76	755	0	0.00	644	99.84
77	759	0	0.00	644	99.84
78	764	0	0.00	644	99.84
79	769	1	0.16	645	100.00
80	776	0	0.00	645	100.00
81	783	0	0.00	645	100.00
82	792	0	0.00	645	100.00
83	802	0	0.00	645	100.00
84	816	0	0.00	645	100.00
85	836	0	0.00	645	100.00
86	867	0	0.00	645	100.00
87	914	0	0.00	645	100.00

Table C.28 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 9 Math)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	472	0	0.00	0	0.00
1	514	0	0.00	0	0.00
2	539	0	0.00	0	0.00
3	554	0	0.00	0	0.00
4	565	0	0.00	0	0.00
5	574	0	0.00	0	0.00
6	581	1	0.16	1	0.16
7	587	5	0.81	6	0.98
8	593	7	1.14	13	2.12
9	598	10	1.63	23	3.75
10	603	10	1.63	33	5.37
11	607	15	2.44	48	7.82
12	611	16	2.61	64	10.42
13	615	24	3.91	88	14.33
14	618	30	4.89	118	19.22
15	621	30	4.89	148	24.10
16	625	29	4.72	177	28.83
17	628	33	5.37	210	34.20
18	631	36	5.86	246	40.07
19	634	34	5.54	280	45.60
20	636	23	3.75	303	49.35
21	639	20	3.26	323	52.61
22	642	31	5.05	354	57.65

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
23	644	20	3.26	374	60.91
24	647	22	3.58	396	64.50
25	649	23	3.75	419	68.24
26	652	19	3.09	438	71.34
27	654	16	2.61	454	73.94
28	657	19	3.09	473	77.04
29	659	15	2.44	488	79.48
30	661	14	2.28	502	81.76
31	663	8	1.30	510	83.06
32	666	11	1.79	521	84.85
33	668	7	1.14	528	85.99
34	670	7	1.14	535	87.13
35	672	5	0.81	540	87.95
36	674	6	0.98	546	88.93
37	676	8	1.30	554	90.23
38	678	3	0.49	557	90.72
39	680	8	1.30	565	92.02
40	682	8	1.30	573	93.32
41	684	4	0.65	577	93.97
42	685	1	0.16	578	94.14
43	687	3	0.49	581	94.63
44	689	5	0.81	586	95.44
45	691	3	0.49	589	95.93
46	692	3	0.49	592	96.42
47	694	2	0.33	594	96.74
48	696	1	0.16	595	96.91
49	698	1	0.16	596	97.07
50	699	2	0.33	598	97.39
51	701	1	0.16	599	97.56
52	703	3	0.49	602	98.05
53	704	0	0.00	602	98.05
54	706	0	0.00	602	98.05
55	708	0	0.00	602	98.05
56	709	1	0.16	603	98.21
57	711	2	0.33	605	98.53
58	713	0	0.00	605	98.53
59	715	2	0.33	607	98.86
60	717	1	0.16	608	99.02
61	718	0	0.00	608	99.02
62	720	0	0.00	608	99.02
63	722	1	0.16	609	99.19
64	724	1	0.16	610	99.35
65	726	1	0.16	611	99.51
66	729	1	0.16	612	99.67
67	731	0	0.00	612	99.67
68	733	0	0.00	612	99.67
69	736	0	0.00	612	99.67
70	738	1	0.16	613	99.84

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
71	741	0	0.00	613	99.84
72	743	1	0.16	614	100.00
73	746	0	0.00	614	100.00
74	749	0	0.00	614	100.00
75	753	0	0.00	614	100.00
76	756	0	0.00	614	100.00
77	760	0	0.00	614	100.00
78	764	0	0.00	614	100.00
79	769	0	0.00	614	100.00
80	774	0	0.00	614	100.00
81	780	0	0.00	614	100.00
82	787	0	0.00	614	100.00
83	796	0	0.00	614	100.00
84	808	0	0.00	614	100.00
85	824	0	0.00	614	100.00
86	851	0	0.00	614	100.00
87	897	0	0.00	614	100.00

Table C.29 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 3 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	398	0	0.00	0	0.00
1	441	0	0.00	0	0.00
2	468	1	0.06	1	0.06
3	484	1	0.06	2	0.12
4	496	2	0.12	4	0.24
5	505	0	0.00	4	0.24
6	513	2	0.12	6	0.35
7	520	3	0.18	9	0.53
8	526	6	0.35	15	0.88
9	532	9	0.53	24	1.41
10	537	10	0.59	34	2.00
11	542	26	1.53	60	3.53
12	546	15	0.88	75	4.42
13	550	19	1.12	94	5.54
14	554	28	1.65	122	7.18
15	557	38	2.24	160	9.42
16	561	34	2.00	194	11.43
17	564	38	2.24	232	13.66
18	567	46	2.71	278	16.37
19	570	45	2.65	323	19.02
20	573	50	2.94	373	21.97
21	576	47	2.77	420	24.73
22	579	57	3.36	477	28.09
23	582	49	2.89	526	30.98
24	584	42	2.47	568	33.45

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
25	587	48	2.83	616	36.28
26	590	44	2.59	660	38.87
27	592	61	3.59	721	42.46
28	595	58	3.42	779	45.88
29	597	39	2.30	818	48.17
30	600	46	2.71	864	50.88
31	602	52	3.06	916	53.95
32	605	51	3.00	967	56.95
33	607	35	2.06	1002	59.01
34	609	48	2.83	1050	61.84
35	612	53	3.12	1103	64.96
36	614	52	3.06	1155	68.02
37	616	35	2.06	1190	70.08
38	619	36	2.12	1226	72.20
39	621	42	2.47	1268	74.68
40	624	42	2.47	1310	77.15
41	626	37	2.18	1347	79.33
42	628	35	2.06	1382	81.39
43	631	40	2.36	1422	83.75
44	633	41	2.41	1463	86.16
45	636	41	2.41	1504	88.57
46	638	29	1.71	1533	90.28
47	641	26	1.53	1559	91.81
48	643	23	1.35	1582	93.17
49	646	25	1.47	1607	94.64
50	649	24	1.41	1631	96.05
51	651	15	0.88	1646	96.94
52	654	13	0.77	1659	97.70
53	657	11	0.65	1670	98.35
54	661	6	0.35	1676	98.70
55	664	5	0.29	1681	99.00
56	668	8	0.47	1689	99.47
57	672	3	0.18	1692	99.65
58	676	4	0.24	1696	99.88
59	681	0	0.00	1696	99.88
60	686	0	0.00	1696	99.88
61	692	1	0.06	1697	99.94
62	699	1	0.06	1698	100.00
63	707	0	0.00	1698	100.00
64	717	0	0.00	1698	100.00
65	731	0	0.00	1698	100.00
66	756	0	0.00	1698	100.00
67	798	0	0.00	1698	100.00

Table C.30 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 4 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	411	0	0.00	0	0.00
1	454	0	0.00	0	0.00
2	479	1	0.08	1	0.08
3	495	0	0.00	1	0.08
4	506	0	0.00	1	0.08
5	515	2	0.16	3	0.24
6	522	1	0.08	4	0.32
7	528	0	0.00	4	0.32
8	534	1	0.08	5	0.39
9	539	2	0.16	7	0.55
10	544	3	0.24	10	0.79
11	548	5	0.39	15	1.18
12	552	4	0.32	19	1.50
13	556	11	0.87	30	2.37
14	559	8	0.63	38	3.00
15	563	21	1.66	59	4.66
16	566	11	0.87	70	5.53
17	569	12	0.95	82	6.48
18	572	15	1.18	97	7.66
19	575	16	1.26	113	8.93
20	577	17	1.34	130	10.27
21	580	23	1.82	153	12.09
22	583	32	2.53	185	14.61
23	585	22	1.74	207	16.35
24	588	28	2.21	235	18.56
25	590	27	2.13	262	20.70
26	593	22	1.74	284	22.43
27	595	26	2.05	310	24.49
28	597	26	2.05	336	26.54
29	600	25	1.97	361	28.52
30	602	32	2.53	393	31.04
31	604	48	3.79	441	34.83
32	607	41	3.24	482	38.07
33	609	46	3.63	528	41.71
34	611	36	2.84	564	44.55
35	613	49	3.87	613	48.42
36	616	31	2.45	644	50.87
37	618	36	2.84	680	53.71
38	620	43	3.40	723	57.11
39	623	43	3.40	766	60.51
40	625	45	3.55	811	64.06
41	627	46	3.63	857	67.69
42	630	41	3.24	898	70.93
43	632	42	3.32	940	74.25
44	635	37	2.92	977	77.17

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
45	637	37	2.92	1014	80.09
46	640	42	3.32	1056	83.41
47	643	30	2.37	1086	85.78
48	646	22	1.74	1108	87.52
49	648	29	2.29	1137	89.81
50	651	31	2.45	1168	92.26
51	654	32	2.53	1200	94.79
52	658	14	1.11	1214	95.89
53	661	22	1.74	1236	97.63
54	665	10	0.79	1246	98.42
55	668	9	0.71	1255	99.13
56	672	5	0.39	1260	99.53
57	677	1	0.08	1261	99.61
58	681	0	0.00	1261	99.61
59	686	2	0.16	1263	99.76
60	692	1	0.08	1264	99.84
61	698	1	0.08	1265	99.92
62	706	1	0.08	1266	100.00
63	714	0	0.00	1266	100.00
64	725	0	0.00	1266	100.00
65	740	0	0.00	1266	100.00
66	766	0	0.00	1266	100.00
67	808	0	0.00	1266	100.00

Table C.31 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 5 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	419	0	0.00	0	0.00
1	462	0	0.00	0	0.00
2	488	0	0.00	0	0.00
3	503	0	0.00	0	0.00
4	514	0	0.00	0	0.00
5	523	0	0.00	0	0.00
6	531	1	0.12	1	0.12
7	537	1	0.12	2	0.23
8	543	4	0.47	6	0.70
9	548	2	0.23	8	0.93
10	553	3	0.35	11	1.28
11	558	8	0.93	19	2.22
12	562	8	0.93	27	3.15
13	566	6	0.70	33	3.85
14	570	21	2.45	54	6.30
15	573	13	1.52	67	7.82
16	577	16	1.87	83	9.68
17	580	18	2.10	101	11.79
18	583	17	1.98	118	13.77

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
19	587	15	1.75	133	15.52
20	590	18	2.10	151	17.62
21	593	22	2.57	173	20.19
22	595	23	2.68	196	22.87
23	598	27	3.15	223	26.02
24	601	26	3.03	249	29.05
25	604	20	2.33	269	31.39
26	607	28	3.27	297	34.66
27	609	16	1.87	313	36.52
28	612	23	2.68	336	39.21
29	615	25	2.92	361	42.12
30	617	22	2.57	383	44.69
31	620	26	3.03	409	47.72
32	622	24	2.80	433	50.53
33	625	34	3.97	467	54.49
34	628	31	3.62	498	58.11
35	630	36	4.20	534	62.31
36	633	24	2.80	558	65.11
37	635	26	3.03	584	68.14
38	638	30	3.50	614	71.65
39	641	29	3.38	643	75.03
40	643	23	2.68	666	77.71
41	646	23	2.68	689	80.40
42	649	23	2.68	712	83.08
43	651	18	2.10	730	85.18
44	654	19	2.22	749	87.40
45	657	16	1.87	765	89.26
46	660	11	1.28	776	90.55
47	663	16	1.87	792	92.42
48	666	15	1.75	807	94.17
49	669	8	0.93	815	95.10
50	672	3	0.35	818	95.45
51	675	7	0.82	825	96.27
52	679	8	0.93	833	97.20
53	682	4	0.47	837	97.67
54	686	6	0.70	843	98.37
55	690	5	0.58	848	98.95
56	694	4	0.47	852	99.42
57	698	1	0.12	853	99.53
58	702	3	0.35	856	99.88
59	707	0	0.00	856	99.88
60	712	1	0.12	857	100.00
61	718	0	0.00	857	100.00
62	723	0	0.00	857	100.00
63	730	0	0.00	857	100.00
64	737	0	0.00	857	100.00
65	746	0	0.00	857	100.00
66	756	0	0.00	857	100.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
67	769	0	0.00	857	100.00
68	787	0	0.00	857	100.00
69	817	0	0.00	857	100.00
70	865	0	0.00	857	100.00

Table C.32 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 6 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	428	0	0.00	0	0.00
1	471	0	0.00	0	0.00
2	496	0	0.00	0	0.00
3	512	0	0.00	0	0.00
4	523	0	0.00	0	0.00
5	532	0	0.00	0	0.00
6	539	0	0.00	0	0.00
7	546	0	0.00	0	0.00
8	552	0	0.00	0	0.00
9	557	1	0.15	1	0.15
10	562	0	0.00	1	0.15
11	566	2	0.31	3	0.46
12	571	3	0.46	6	0.93
13	575	2	0.31	8	1.24
14	578	2	0.31	10	1.55
15	582	2	0.31	12	1.85
16	585	2	0.31	14	2.16
17	588	4	0.62	18	2.78
18	592	4	0.62	22	3.40
19	595	2	0.31	24	3.71
20	598	9	1.39	33	5.10
21	601	5	0.77	38	5.87
22	603	7	1.08	45	6.96
23	606	6	0.93	51	7.88
24	609	9	1.39	60	9.27
25	611	11	1.70	71	10.97
26	614	14	2.16	85	13.14
27	616	13	2.01	98	15.15
28	619	12	1.85	110	17.00
29	621	10	1.55	120	18.55
30	623	8	1.24	128	19.78
31	626	22	3.40	150	23.18
32	628	19	2.94	169	26.12
33	630	18	2.78	187	28.90
34	632	12	1.85	199	30.76
35	634	14	2.16	213	32.92
36	636	20	3.09	233	36.01
37	638	22	3.40	255	39.41

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
38	640	17	2.63	272	42.04
39	642	32	4.95	304	46.99
40	644	21	3.25	325	50.23
41	646	23	3.55	348	53.79
42	648	20	3.09	368	56.88
43	651	19	2.94	387	59.81
44	653	29	4.48	416	64.30
45	655	25	3.86	441	68.16
46	657	20	3.09	461	71.25
47	660	21	3.25	482	74.50
48	662	19	2.94	501	77.43
49	665	13	2.01	514	79.44
50	667	23	3.55	537	83.00
51	670	14	2.16	551	85.16
52	673	13	2.01	564	87.17
53	676	13	2.01	577	89.18
54	679	12	1.85	589	91.04
55	682	9	1.39	598	92.43
56	685	13	2.01	611	94.44
57	688	10	1.55	621	95.98
58	692	9	1.39	630	97.37
59	696	9	1.39	639	98.76
60	700	3	0.46	642	99.23
61	705	1	0.15	643	99.38
62	710	0	0.00	643	99.38
63	715	3	0.46	646	99.85
64	722	0	0.00	646	99.85
65	729	0	0.00	646	99.85
66	738	0	0.00	646	99.85
67	749	0	0.00	646	99.85
68	764	1	0.15	647	100.00
69	789	0	0.00	647	100.00
70	832	0	0.00	647	100.00

Table C.33 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 7 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	457	0	0.00	0	0.00
1	501	0	0.00	0	0.00
2	527	0	0.00	0	0.00
3	542	0	0.00	0	0.00
4	554	0	0.00	0	0.00
5	563	0	0.00	0	0.00
6	571	0	0.00	0	0.00
7	578	0	0.00	0	0.00
8	584	0	0.00	0	0.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
9	589	0	0.00	0	0.00
10	594	2	0.30	2	0.30
11	599	2	0.30	4	0.60
12	603	3	0.45	7	1.04
13	607	8	1.19	15	2.24
14	611	2	0.30	17	2.54
15	614	3	0.45	20	2.99
16	618	6	0.90	26	3.88
17	621	4	0.60	30	4.48
18	624	4	0.60	34	5.07
19	627	9	1.34	43	6.42
20	630	8	1.19	51	7.61
21	632	9	1.34	60	8.96
22	635	13	1.94	73	10.90
23	638	14	2.09	87	12.99
24	640	11	1.64	98	14.63
25	643	16	2.39	114	17.01
26	645	15	2.24	129	19.25
27	648	14	2.09	143	21.34
28	650	26	3.88	169	25.22
29	652	22	3.28	191	28.51
30	655	16	2.39	207	30.90
31	657	15	2.24	222	33.13
32	659	16	2.39	238	35.52
33	661	20	2.99	258	38.51
34	663	18	2.69	276	41.19
35	666	18	2.69	294	43.88
36	668	20	2.99	314	46.87
37	670	27	4.03	341	50.90
38	672	33	4.93	374	55.82
39	674	20	2.99	394	58.81
40	676	17	2.54	411	61.34
41	678	24	3.58	435	64.93
42	680	13	1.94	448	66.87
43	682	18	2.69	466	69.55
44	684	21	3.13	487	72.69
45	686	24	3.58	511	76.27
46	689	14	2.09	525	78.36
47	691	17	2.54	542	80.90
48	693	12	1.79	554	82.69
49	695	21	3.13	575	85.82
50	697	9	1.34	584	87.16
51	699	9	1.34	593	88.51
52	702	16	2.39	609	90.90
53	704	7	1.04	616	91.94
54	707	7	1.04	623	92.99
55	709	10	1.49	633	94.48
56	712	10	1.49	643	95.97

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
57	715	3	0.45	646	96.42
58	718	6	0.90	652	97.31
59	721	3	0.45	655	97.76
60	724	3	0.45	658	98.21
61	728	5	0.75	663	98.96
62	732	4	0.60	667	99.55
63	736	2	0.30	669	99.85
64	741	1	0.15	670	100.00
65	746	0	0.00	670	100.00
66	751	0	0.00	670	100.00
67	758	0	0.00	670	100.00
68	766	0	0.00	670	100.00
69	776	0	0.00	670	100.00
70	788	0	0.00	670	100.00
71	805	0	0.00	670	100.00
72	833	0	0.00	670	100.00
73	878	0	0.00	670	100.00

Table C.34 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 8 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	453	0	0.00	0	0.00
1	496	0	0.00	0	0.00
2	521	0	0.00	0	0.00
3	536	0	0.00	0	0.00
4	547	0	0.00	0	0.00
5	555	0	0.00	0	0.00
6	562	0	0.00	0	0.00
7	568	0	0.00	0	0.00
8	574	0	0.00	0	0.00
9	579	1	0.16	1	0.16
10	583	1	0.16	2	0.31
11	587	0	0.00	2	0.31
12	591	1	0.16	3	0.47
13	594	1	0.16	4	0.63
14	598	1	0.16	5	0.78
15	601	2	0.31	7	1.10
16	604	1	0.16	8	1.25
17	606	1	0.16	9	1.41
18	609	3	0.47	12	1.88
19	612	2	0.31	14	2.19
20	614	0	0.00	14	2.19
21	617	10	1.57	24	3.76
22	619	5	0.78	29	4.55
23	621	8	1.25	37	5.80
24	624	10	1.57	47	7.37

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
25	626	7	1.10	54	8.46
26	628	11	1.72	65	10.19
27	630	9	1.41	74	11.60
28	632	13	2.04	87	13.64
29	635	20	3.13	107	16.77
30	637	18	2.82	125	19.59
31	639	6	0.94	131	20.53
32	641	15	2.35	146	22.88
33	643	7	1.10	153	23.98
34	645	14	2.19	167	26.18
35	647	19	2.98	186	29.15
36	649	20	3.13	206	32.29
37	651	21	3.29	227	35.58
38	653	19	2.98	246	38.56
39	655	13	2.04	259	40.60
40	658	16	2.51	275	43.10
41	660	23	3.61	298	46.71
42	662	18	2.82	316	49.53
43	664	22	3.45	338	52.98
44	666	21	3.29	359	56.27
45	668	15	2.35	374	58.62
46	670	26	4.08	400	62.70
47	673	26	4.08	426	66.77
48	675	20	3.13	446	69.91
49	677	23	3.61	469	73.51
50	679	24	3.76	493	77.27
51	682	18	2.82	511	80.09
52	684	15	2.35	526	82.45
53	686	14	2.19	540	84.64
54	689	19	2.98	559	87.62
55	692	17	2.66	576	90.28
56	694	11	1.72	587	92.01
57	697	8	1.25	595	93.26
58	700	8	1.25	603	94.51
59	703	9	1.41	612	95.92
60	706	11	1.72	623	97.65
61	709	4	0.63	627	98.28
62	713	1	0.16	628	98.43
63	716	4	0.63	632	99.06
64	720	3	0.47	635	99.53
65	724	0	0.00	635	99.53
66	729	2	0.31	637	99.84
67	734	0	0.00	637	99.84
68	740	0	0.00	637	99.84
69	746	1	0.16	638	100.00
70	754	0	0.00	638	100.00
71	762	0	0.00	638	100.00
72	774	0	0.00	638	100.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
73	789	0	0.00	638	100.00
74	815	0	0.00	638	100.00
75	858	0	0.00	638	100.00

Table C.35 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 9 Reading)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	443	0	0.00	0	0.00
1	486	0	0.00	0	0.00
2	512	0	0.00	0	0.00
3	527	1	0.16	1	0.16
4	539	0	0.00	1	0.16
5	548	0	0.00	1	0.16
6	555	1	0.16	2	0.32
7	562	2	0.32	4	0.64
8	568	0	0.00	4	0.64
9	573	2	0.32	6	0.96
10	578	1	0.16	7	1.12
11	582	5	0.80	12	1.93
12	587	2	0.32	14	2.25
13	591	3	0.48	17	2.73
14	594	4	0.64	21	3.37
15	598	2	0.32	23	3.69
16	601	2	0.32	25	4.01
17	605	3	0.48	28	4.49
18	608	4	0.64	32	5.14
19	611	5	0.80	37	5.94
20	614	13	2.09	50	8.03
21	616	6	0.96	56	8.99
22	619	15	2.41	71	11.40
23	622	6	0.96	77	12.36
24	624	12	1.93	89	14.29
25	627	11	1.77	100	16.05
26	629	11	1.77	111	17.82
27	632	15	2.41	126	20.22
28	634	16	2.57	142	22.79
29	636	17	2.73	159	25.52
30	638	18	2.89	177	28.41
31	641	21	3.37	198	31.78
32	643	27	4.33	225	36.12
33	645	22	3.53	247	39.65
34	647	21	3.37	268	43.02
35	649	25	4.01	293	47.03
36	651	27	4.33	320	51.36
37	654	22	3.53	342	54.90
38	656	32	5.14	374	60.03

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
39	658	16	2.57	390	62.60
40	660	25	4.01	415	66.61
41	662	25	4.01	440	70.63
42	664	31	4.98	471	75.60
43	666	14	2.25	485	77.85
44	668	16	2.57	501	80.42
45	671	15	2.41	516	82.83
46	673	26	4.17	542	87.00
47	675	16	2.57	558	89.57
48	677	14	2.25	572	91.81
49	680	7	1.12	579	92.94
50	682	7	1.12	586	94.06
51	685	6	0.96	592	95.02
52	687	12	1.93	604	96.95
53	690	3	0.48	607	97.43
54	693	3	0.48	610	97.91
55	695	6	0.96	616	98.88
56	698	2	0.32	618	99.20
57	702	2	0.32	620	99.52
58	705	0	0.00	620	99.52
59	708	1	0.16	621	99.68
60	712	1	0.16	622	99.84
61	716	1	0.16	623	100.00
62	720	0	0.00	623	100.00
63	725	0	0.00	623	100.00
64	730	0	0.00	623	100.00
65	736	0	0.00	623	100.00
66	743	0	0.00	623	100.00
67	750	0	0.00	623	100.00
68	759	0	0.00	623	100.00
69	770	0	0.00	623	100.00
70	786	0	0.00	623	100.00
71	811	0	0.00	623	100.00
72	854	0	0.00	623	100.00

Table C.36 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 3 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	395	0	0.00	0	0.00
1	438	0	0.00	0	0.00
2	464	0	0.00	0	0.00
3	480	0	0.00	0	0.00
4	492	0	0.00	0	0.00
5	502	1	0.06	1	0.06
6	510	2	0.12	3	0.18
7	517	5	0.29	8	0.47
8	523	9	0.53	17	0.99

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
9	529	5	0.29	22	1.29
10	534	16	0.94	38	2.22
11	539	18	1.05	56	3.27
12	544	27	1.58	83	4.85
13	549	34	1.99	117	6.84
14	553	34	1.99	151	8.83
15	557	44	2.57	195	11.40
16	561	50	2.92	245	14.33
17	565	53	3.10	298	17.43
18	568	61	3.57	359	20.99
19	572	72	4.21	431	25.20
20	576	60	3.51	491	28.71
21	579	55	3.22	546	31.93
22	582	55	3.22	601	35.15
23	586	80	4.68	681	39.82
24	589	85	4.97	766	44.80
25	592	56	3.27	822	48.07
26	596	74	4.33	896	52.40
27	599	68	3.98	964	56.37
28	602	76	4.44	1040	60.82
29	605	91	5.32	1131	66.14
30	609	67	3.92	1198	70.06
31	612	70	4.09	1268	74.15
32	615	60	3.51	1328	77.66
33	618	62	3.63	1390	81.29
34	622	38	2.22	1428	83.51
35	625	55	3.22	1483	86.73
36	628	38	2.22	1521	88.95
37	631	43	2.51	1564	91.46
38	635	20	1.17	1584	92.63
39	638	23	1.35	1607	93.98
40	641	18	1.05	1625	95.03
41	645	27	1.58	1652	96.61
42	648	10	0.58	1662	97.19
43	652	13	0.76	1675	97.95
44	655	15	0.88	1690	98.83
45	659	5	0.29	1695	99.12
46	663	8	0.47	1703	99.59
47	667	4	0.23	1707	99.82
48	671	0	0.00	1707	99.82
49	675	1	0.06	1708	99.88
50	679	0	0.00	1708	99.88
51	684	1	0.06	1709	99.94
52	688	1	0.06	1710	100.00
53	693	0	0.00	1710	100.00
54	699	0	0.00	1710	100.00
55	705	0	0.00	1710	100.00
56	712	0	0.00	1710	100.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
57	720	0	0.00	1710	100.00
58	730	0	0.00	1710	100.00
59	743	0	0.00	1710	100.00
60	766	0	0.00	1710	100.00
61	806	0	0.00	1710	100.00

Table C.37 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 4 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	408	0	0.00	0	0.00
1	451	0	0.00	0	0.00
2	477	0	0.00	0	0.00
3	492	0	0.00	0	0.00
4	504	0	0.00	0	0.00
5	513	0	0.00	0	0.00
6	521	0	0.00	0	0.00
7	527	2	0.16	2	0.16
8	533	1	0.08	3	0.24
9	539	3	0.24	6	0.47
10	544	6	0.47	12	0.94
11	548	14	1.10	26	2.04
12	553	16	1.26	42	3.30
13	556	22	1.73	64	5.02
14	560	25	1.96	89	6.99
15	564	26	2.04	115	9.03
16	567	27	2.12	142	11.15
17	570	28	2.20	170	13.34
18	573	41	3.22	211	16.56
19	576	29	2.28	240	18.84
20	579	46	3.61	286	22.45
21	582	46	3.61	332	26.06
22	585	44	3.45	376	29.51
23	587	52	4.08	428	33.59
24	590	39	3.06	467	36.66
25	592	42	3.30	509	39.95
26	595	41	3.22	550	43.17
27	597	42	3.30	592	46.47
28	599	44	3.45	636	49.92
29	601	36	2.83	672	52.75
30	604	52	4.08	724	56.83
31	606	41	3.22	765	60.05
32	608	41	3.22	806	63.27
33	610	31	2.43	837	65.70
34	612	36	2.83	873	68.52
35	614	41	3.22	914	71.74
36	616	41	3.22	955	74.96
37	619	38	2.98	993	77.94

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
38	621	27	2.12	1020	80.06
39	623	31	2.43	1051	82.50
40	625	32	2.51	1083	85.01
41	628	21	1.65	1104	86.66
42	630	21	1.65	1125	88.30
43	632	24	1.88	1149	90.19
44	635	22	1.73	1171	91.92
45	638	21	1.65	1192	93.56
46	640	13	1.02	1205	94.58
47	643	16	1.26	1221	95.84
48	646	14	1.10	1235	96.94
49	650	8	0.63	1243	97.57
50	653	11	0.86	1254	98.43
51	657	8	0.63	1262	99.06
52	661	3	0.24	1265	99.29
53	666	4	0.31	1269	99.61
54	671	3	0.24	1272	99.84
55	677	1	0.08	1273	99.92
56	684	1	0.08	1274	100.00
57	692	0	0.00	1274	100.00
58	703	0	0.00	1274	100.00
59	718	0	0.00	1274	100.00
60	743	0	0.00	1274	100.00
61	785	0	0.00	1274	100.00

Table C.38 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 5 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	442	0	0.00	0	0.00
1	485	0	0.00	0	0.00
2	510	0	0.00	0	0.00
3	526	0	0.00	0	0.00
4	537	0	0.00	0	0.00
5	546	0	0.00	0	0.00
6	554	3	0.35	3	0.35
7	560	4	0.47	7	0.81
8	566	4	0.47	11	1.28
9	571	12	1.40	23	2.67
10	576	18	2.09	41	4.77
11	580	24	2.79	65	7.56
12	584	24	2.79	89	10.35
13	588	28	3.26	117	13.60
14	592	38	4.42	155	18.02
15	595	32	3.72	187	21.74
16	599	44	5.12	231	26.86
17	602	38	4.42	269	31.28
18	605	55	6.40	324	37.67

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
19	608	35	4.07	359	41.74
20	611	26	3.02	385	44.77
21	614	47	5.47	432	50.23
22	617	47	5.47	479	55.70
23	619	42	4.88	521	60.58
24	622	38	4.42	559	65.00
25	625	36	4.19	595	69.19
26	627	32	3.72	627	72.91
27	630	25	2.91	652	75.81
28	632	32	3.72	684	79.53
29	634	27	3.14	711	82.67
30	637	15	1.74	726	84.42
31	639	19	2.21	745	86.63
32	642	24	2.79	769	89.42
33	644	13	1.51	782	90.93
34	646	12	1.40	794	92.33
35	649	9	1.05	803	93.37
36	651	10	1.16	813	94.53
37	653	10	1.16	823	95.70
38	656	6	0.70	829	96.40
39	658	4	0.47	833	96.86
40	660	7	0.81	840	97.67
41	663	9	1.05	849	98.72
42	665	3	0.35	852	99.07
43	668	0	0.00	852	99.07
44	671	2	0.23	854	99.30
45	673	2	0.23	856	99.53
46	676	1	0.12	857	99.65
47	679	0	0.00	857	99.65
48	683	1	0.12	858	99.77
49	686	1	0.12	859	99.88
50	689	1	0.12	860	100.00
51	693	0	0.00	860	100.00
52	697	0	0.00	860	100.00
53	702	0	0.00	860	100.00
54	706	0	0.00	860	100.00
55	712	0	0.00	860	100.00
56	717	0	0.00	860	100.00
57	724	0	0.00	860	100.00
58	732	0	0.00	860	100.00
59	743	0	0.00	860	100.00
60	757	0	0.00	860	100.00
61	781	0	0.00	860	100.00
62	823	0	0.00	860	100.00

Table C.39 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 6 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	439	0	0.00	0	0.00
1	482	0	0.00	0	0.00
2	508	0	0.00	0	0.00
3	523	0	0.00	0	0.00
4	535	0	0.00	0	0.00
5	544	0	0.00	0	0.00
6	552	3	0.46	3	0.46
7	559	4	0.61	7	1.07
8	565	11	1.67	18	2.74
9	571	7	1.07	25	3.81
10	576	11	1.67	36	5.48
11	581	14	2.13	50	7.61
12	585	25	3.81	75	11.42
13	590	32	4.87	107	16.29
14	594	35	5.33	142	21.61
15	598	28	4.26	170	25.88
16	601	35	5.33	205	31.20
17	605	35	5.33	240	36.53
18	608	23	3.50	263	40.03
19	612	37	5.63	300	45.66
20	615	39	5.94	339	51.60
21	618	34	5.18	373	56.77
22	622	33	5.02	406	61.80
23	625	35	5.33	441	67.12
24	628	32	4.87	473	71.99
25	631	20	3.04	493	75.04
26	634	24	3.65	517	78.69
27	636	27	4.11	544	82.80
28	639	29	4.41	573	87.21
29	642	10	1.52	583	88.74
30	645	16	2.44	599	91.17
31	648	9	1.37	608	92.54
32	651	9	1.37	617	93.91
33	653	12	1.83	629	95.74
34	656	4	0.61	633	96.35
35	659	6	0.91	639	97.26
36	661	1	0.15	640	97.41
37	664	4	0.61	644	98.02
38	667	4	0.61	648	98.63
39	670	4	0.61	652	99.24
40	673	1	0.15	653	99.39
41	676	1	0.15	654	99.54
42	679	2	0.30	656	99.85
43	682	0	0.00	656	99.85
44	685	1	0.15	657	100.00
45	688	0	0.00	657	100.00
46	692	0	0.00	657	100.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
47	695	0	0.00	657	100.00
48	699	0	0.00	657	100.00
49	703	0	0.00	657	100.00
50	708	0	0.00	657	100.00
51	713	0	0.00	657	100.00
52	719	0	0.00	657	100.00
53	725	0	0.00	657	100.00
54	733	0	0.00	657	100.00
55	743	0	0.00	657	100.00
56	757	0	0.00	657	100.00
57	781	0	0.00	657	100.00
58	822	0	0.00	657	100.00

Table C.40 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 7 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	446	0	0.00	0	0.00
1	489	0	0.00	0	0.00
2	514	0	0.00	0	0.00
3	529	1	0.15	1	0.15
4	541	0	0.00	1	0.15
5	550	1	0.15	2	0.29
6	557	2	0.29	4	0.59
7	564	4	0.59	8	1.17
8	570	5	0.73	13	1.91
9	575	3	0.44	16	2.35
10	580	14	2.06	30	4.41
11	584	17	2.50	47	6.90
12	588	33	4.85	80	11.75
13	592	31	4.55	111	16.30
14	596	28	4.11	139	20.41
15	600	37	5.43	176	25.84
16	603	38	5.58	214	31.42
17	607	39	5.73	253	37.15
18	610	34	4.99	287	42.14
19	613	29	4.26	316	46.40
20	616	36	5.29	352	51.69
21	619	40	5.87	392	57.56
22	622	40	5.87	432	63.44
23	625	26	3.82	458	67.25
24	628	19	2.79	477	70.04
25	630	21	3.08	498	73.13
26	633	30	4.41	528	77.53
27	636	21	3.08	549	80.62
28	639	20	2.94	569	83.55
29	641	18	2.64	587	86.20
30	644	21	3.08	608	89.28

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
31	646	11	1.62	619	90.90
32	649	7	1.03	626	91.92
33	651	10	1.47	636	93.39
34	654	10	1.47	646	94.86
35	656	10	1.47	656	96.33
36	659	5	0.73	661	97.06
37	662	3	0.44	664	97.50
38	664	3	0.44	667	97.94
39	667	2	0.29	669	98.24
40	669	4	0.59	673	98.83
41	672	1	0.15	674	98.97
42	675	1	0.15	675	99.12
43	678	3	0.44	678	99.56
44	680	1	0.15	679	99.71
45	683	1	0.15	680	99.85
46	686	0	0.00	680	99.85
47	690	1	0.15	681	100.00
48	693	0	0.00	681	100.00
49	696	0	0.00	681	100.00
50	700	0	0.00	681	100.00
51	704	0	0.00	681	100.00
52	708	0	0.00	681	100.00
53	713	0	0.00	681	100.00
54	717	0	0.00	681	100.00
55	723	0	0.00	681	100.00
56	729	0	0.00	681	100.00
57	736	0	0.00	681	100.00
58	745	0	0.00	681	100.00
59	756	0	0.00	681	100.00
60	771	0	0.00	681	100.00
61	796	0	0.00	681	100.00
62	838	0	0.00	681	100.00

Table C.41 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 8 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	454	0	0.00	0	0.00
1	496	0	0.00	0	0.00
2	522	0	0.00	0	0.00
3	537	0	0.00	0	0.00
4	548	0	0.00	0	0.00
5	557	0	0.00	0	0.00
6	564	0	0.00	0	0.00
7	571	3	0.47	3	0.47
8	576	6	0.94	9	1.41
9	581	9	1.41	18	2.81
10	586	6	0.94	24	3.75

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
11	590	17	2.66	41	6.41
12	594	24	3.75	65	10.16
13	598	32	5.00	97	15.16
14	602	36	5.63	133	20.78
15	605	30	4.69	163	25.47
16	608	36	5.63	199	31.09
17	611	39	6.09	238	37.19
18	614	28	4.38	266	41.56
19	617	32	5.00	298	46.56
20	620	25	3.91	323	50.47
21	622	36	5.63	359	56.09
22	625	34	5.31	393	61.41
23	628	27	4.22	420	65.63
24	630	25	3.91	445	69.53
25	633	30	4.69	475	74.22
26	635	26	4.06	501	78.28
27	637	10	1.56	511	79.84
28	640	17	2.66	528	82.50
29	642	17	2.66	545	85.16
30	645	17	2.66	562	87.81
31	647	11	1.72	573	89.53
32	649	11	1.72	584	91.25
33	652	11	1.72	595	92.97
34	654	11	1.72	606	94.69
35	656	10	1.56	616	96.25
36	659	8	1.25	624	97.50
37	661	1	0.16	625	97.66
38	664	2	0.31	627	97.97
39	666	2	0.31	629	98.28
40	669	4	0.63	633	98.91
41	672	0	0.00	633	98.91
42	674	2	0.31	635	99.22
43	677	2	0.31	637	99.53
44	680	0	0.00	637	99.53
45	683	0	0.00	637	99.53
46	686	1	0.16	638	99.69
47	689	0	0.00	638	99.69
48	693	1	0.16	639	99.84
49	697	0	0.00	639	99.84
50	701	0	0.00	639	99.84
51	705	0	0.00	639	99.84
52	710	0	0.00	639	99.84
53	715	0	0.00	639	99.84
54	721	0	0.00	639	99.84
55	728	0	0.00	639	99.84
56	736	1	0.16	640	100.00
57	746	0	0.00	640	100.00
58	758	0	0.00	640	100.00

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
59	776	0	0.00	640	100.00
60	805	0	0.00	640	100.00
61	852	0	0.00	640	100.00

Table C.42 Raw/Scale Score Simple & Cumulative Frequencies (Spanish Grade 9 Science)

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
0	459	0	0.00	0	0.00
1	502	0	0.00	0	0.00
2	528	0	0.00	0	0.00
3	543	0	0.00	0	0.00
4	555	0	0.00	0	0.00
5	564	3	0.49	3	0.49
6	572	5	0.82	8	1.31
7	579	7	1.15	15	2.46
8	585	14	2.30	29	4.75
9	590	15	2.46	44	7.21
10	596	23	3.77	67	10.98
11	600	19	3.11	86	14.10
12	605	22	3.61	108	17.70
13	609	44	7.21	152	24.92
14	613	44	7.21	196	32.13
15	616	31	5.08	227	37.21
16	620	29	4.75	256	41.97
17	623	40	6.56	296	48.52
18	627	35	5.74	331	54.26
19	630	35	5.74	366	60.00
20	633	29	4.75	395	64.75
21	636	29	4.75	424	69.51
22	639	30	4.92	454	74.43
23	642	21	3.44	475	77.87
24	645	20	3.28	495	81.15
25	648	20	3.28	515	84.43
26	650	25	4.10	540	88.52
27	653	19	3.11	559	91.64
28	656	13	2.13	572	93.77
29	658	10	1.64	582	95.41
30	661	5	0.82	587	96.23
31	664	8	1.31	595	97.54
32	666	1	0.16	596	97.70
33	669	2	0.33	598	98.03
34	672	2	0.33	600	98.36
35	674	2	0.33	602	98.69
36	677	1	0.16	603	98.85
37	679	0	0.00	603	98.85
38	682	2	0.33	605	99.18
39	685	2	0.33	607	99.51

RS	SS	Ncount	%	Cumulative Frequency	Cumulative %
40	687	1	0.16	608	99.67
41	690	2	0.33	610	100.00
42	693	0	0.00	610	100.00
43	695	0	0.00	610	100.00
44	698	0	0.00	610	100.00
45	701	0	0.00	610	100.00
46	704	0	0.00	610	100.00
47	707	0	0.00	610	100.00
48	710	0	0.00	610	100.00
49	713	0	0.00	610	100.00
50	717	0	0.00	610	100.00
51	721	0	0.00	610	100.00
52	725	0	0.00	610	100.00
53	729	0	0.00	610	100.00
54	733	0	0.00	610	100.00
55	738	0	0.00	610	100.00
56	744	0	0.00	610	100.00
57	750	0	0.00	610	100.00
58	757	0	0.00	610	100.00
59	765	0	0.00	610	100.00
60	776	0	0.00	610	100.00
61	790	0	0.00	610	100.00
62	815	0	0.00	610	100.00
63	857	0	0.00	610	100.00

Appendix D. Performance Level Percentages by Subgroups

Note: In the following tables, demographic groups with less than 30 members are omitted due to the instability of statistics based on small population sizes.

Table D.1 Performance Level Classification Percentages for Selected Demographic Subgroups (English Math, non-BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	10898	10864	0	7	48	41	4	45
	Male	11311	11274	0	8	47	41	4	44
	Native American	2279	2273	0	11	60	27	2	29
	Asian	349	349	0	3	27	57	13	71
	African American	605	604	0	14	52	32	2	34
	Hispanic	11794	11752	0	9	52	37	2	38
	Caucasian	7182	7160	0	4	36	53	7	60
	SPED	2906	2883	1	22	56	20	1	22
	Gifted	913	907	1	0	8	65	27	92
	Non-SPED/gifted	18391	18349	0	6	48	43	3	46
	Title1	14793	14743	0	9	52	36	2	38
	Non-Title1	7416	7395	0	5	38	51	7	57
	Bilingual Education	4483	4470	0	9	54	35	2	37
	Low SES	14770	14717	0	10	54	34	2	36
	High SES	7435	7417	0	3	35	54	8	62
	Current ELL	4341	4329	0	14	59	26	1	28
	Exited ELL	2607	2601	0	5	46	44	4	49
	Never ELL	15260	15207	0	6	45	45	4	49
	Migrant	34	34	0	12	65	24	0	24
	Non-Migrant	22175	22104	0	8	47	41	4	45
4	Female	11013	10997	0	9	48	34	9	43
	Male	11341	11305	0	10	49	32	8	41
	Native American	2343	2334	0	15	59	23	3	26
	Asian	326	326	0	2	30	42	25	68
	African American	627	625	0	16	51	28	4	32
	Hispanic	11914	11887	0	12	53	29	6	35
	Caucasian	7145	7131	0	5	37	42	16	58
	SPED	3010	2992	1	28	56	13	2	15
	Gifted	1179	1176	0	0	8	43	49	92
	Non-SPED/gifted	18166	18135	0	7	50	35	7	43
	Title1	14962	14927	0	12	52	29	7	36
	Non-Title1	7393	7376	0	6	40	40	14	54
	Bilingual Education	4542	4533	0	13	54	29	5	33
	Low SES	14954	14914	0	13	54	28	5	33

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	High SES	7400	7388	0	4	36	42	17	59
	Current ELL	4509	4494	0	18	60	20	2	22
	Exited ELL	2806	2802	0	7	47	37	9	46
	Never ELL	15040	15007	0	8	45	36	11	47
	Migrant	46	46	0	13	54	26	7	33
	Non-Migrant	22309	22257	0	10	48	33	9	42
5	Female	11241	11186	0	14	50	29	6	35
	Male	11860	11790	1	15	49	29	6	35
	Native American	2386	2313	3	21	57	18	1	19
	Asian	294	293	0	6	35	38	20	59
	African American	624	623	0	21	53	22	4	26
	Hispanic	12452	12424	0	18	54	24	4	28
	Caucasian	7347	7325	0	7	41	40	12	51
	SPED	3273	3239	1	41	48	8	1	9
	Gifted	1456	1450	0	0	9	50	40	90
	Non-SPED/gifted	18375	18290	0	11	53	31	4	35
	Title1	15377	15267	1	18	54	24	4	28
	Non-Title1	7727	7712	0	9	42	38	11	49
	Bilingual Education	4667	4588	2	21	55	20	2	23
	Low SES	15355	15248	1	19	55	23	3	25
	High SES	7747	7729	0	7	39	41	13	54
	Current ELL	4605	4552	1	28	57	13	1	14
	Exited ELL	3361	3342	1	11	51	31	6	38
	Never ELL	15138	15085	0	12	47	33	8	40
	Migrant	81	80	1	15	57	23	4	27
	Non-Migrant	23023	22899	1	15	50	29	6	35
6	Female	11633	11337	3	21	52	21	4	25
	Male	12094	11777	3	25	50	19	4	23
	Native American	2619	2578	2	31	55	12	1	13
	Asian	283	266	6	12	34	31	17	48
	African American	637	608	5	27	54	13	2	14
	Hispanic	12716	12442	2	27	54	15	2	17
	Caucasian	7473	7221	3	12	45	31	8	39
	SPED	3366	3277	3	59	35	3	0	4
	Gifted	1409	1370	3	0	15	50	31	81
	Non-SPED/gifted	18954	18469	3	18	56	20	3	23
	Title1	12728	12638	1	29	54	15	2	17
	Non-Title1	11001	10478	5	16	48	25	6	31
	Bilingual Education	3557	3517	1	33	54	10	1	11
	Low SES	15610	15362	2	29	54	14	2	16
	High SES	8118	7753	4	11	45	31	9	40
	Current ELL	4550	4481	2	42	51	5	1	6
	Exited ELL	3811	3715	3	20	55	19	3	22

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Never ELL	15368	14920	3	18	50	24	5	29
	Migrant	75	75	0	43	48	8	1	9
	Non-Migrant	23654	23041	3	23	51	20	4	24
7	Female	11864	11566	3	25	49	20	3	24
	Male	12433	12079	3	28	46	20	4	23
	Native American	2882	2840	1	39	48	11	1	12
	Asian	289	279	3	10	36	33	18	51
	African American	597	570	5	32	48	14	2	16
	Hispanic	12819	12525	2	32	50	15	1	16
	Caucasian	7711	7432	4	14	43	33	7	40
	SPED	3513	3411	3	68	27	3	0	3
	Gifted	1455	1409	3	1	15	54	27	82
	Non-SPED/gifted	19330	18826	3	21	53	21	2	23
	Title1	10879	10796	1	35	50	13	1	14
	Non-Title1	13419	12850	4	20	45	26	5	31
	Bilingual Education	2915	2899	1	40	49	10	1	10
	Low SES	15537	15277	2	34	50	13	1	15
	High SES	8758	8366	4	13	43	32	7	39
	Current ELL	4426	4373	1	48	45	6	0	6
	Exited ELL	4547	4414	3	22	53	19	3	22
	Never ELL	15325	14859	3	22	46	25	4	29
	Migrant	67	65	3	37	49	9	1	10
	Non-Migrant	24231	23581	3	27	47	20	3	23
8	Female	12168	11866	2	22	49	23	4	27
	Male	12630	12293	3	25	46	22	4	26
	Native American	2961	2910	2	33	52	12	1	14
	Asian	266	254	5	11	31	34	20	54
	African American	590	560	5	32	45	18	1	19
	Hispanic	12948	12640	2	29	50	17	2	19
	Caucasian	8035	7797	3	12	43	34	8	43
	SPED	3567	3452	3	64	29	3	0	3
	Gifted	1488	1458	2	1	16	50	31	82
	Non-SPED/gifted	19746	19251	3	18	53	24	3	26
	Title1	10562	10472	1	31	51	16	2	17
	Non-Title1	14239	13689	4	18	45	27	6	33
	Bilingual Education	3096	3073	1	33	52	14	1	15
	Low SES	15367	15078	2	31	50	16	2	17
	High SES	9431	9081	4	12	43	33	8	41
	Current ELL	4063	4016	1	45	47	6	0	7
	Exited ELL	4994	4847	3	20	50	24	3	27
	Never ELL	15743	15298	3	20	47	26	5	31
	Migrant	51	51	0	45	51	4	0	4
	Non-Migrant	24750	24110	3	24	47	22	4	26

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
9	Female	13101	12824	2	13	50	30	5	35
	Male	14101	13727	3	20	46	27	5	32
	Native American	3657	3547	3	20	58	18	1	19
	Asian	296	289	2	8	30	40	19	59
	African American	720	691	4	20	50	23	3	26
	Hispanic	13886	13510	3	20	52	23	2	25
	Caucasian	8646	8517	1	9	37	41	11	52
	SPED	4220	4029	5	50	41	5	0	5
	Gifted	1297	1290	1	1	10	49	40	89
	Non-SPED/gifted	21690	21237	2	11	52	31	4	35
	Title1	4934	4754	4	21	55	18	2	20
	Non-Title1	22273	21802	2	15	46	30	6	36
	Bilingual Education	2926	2836	3	19	60	17	1	18
	Low SES	15100	14720	3	21	54	20	2	22
	High SES	12091	11824	2	11	40	38	9	47
	Current ELL	4473	4324	3	29	59	9	1	9
	Exited ELL	5223	5131	2	13	51	30	4	34
	Never ELL	17510	17100	2	14	44	33	7	39
	Migrant	69	68	1	23	64	12	0	12
	Non-Migrant	27138	26488	2	16	48	28	5	33

Table D.2 Performance Level Classification Percentages for Selected Demographic Subgroups (English Reading, non-BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	10902	10866	0	12	27	54	7	60
	Male	11305	11252	0	19	29	46	5	51
	Native American	2275	2254	1	27	36	35	2	37
	Asian	346	340	2	6	21	60	12	71
	African American	605	604	0	21	30	45	4	49
	Hispanic	11795	11754	0	18	31	46	4	50
	Caucasian	7186	7166	0	9	20	60	11	71
	SPED	2904	2879	1	48	29	22	1	23
	Gifted	913	910	0	1	4	58	37	95
	Non-SPED/gifted	18391	18330	0	12	29	54	5	59
	Title1	14791	14733	0	19	32	46	4	49
	Non-Title1	7416	7385	0	10	21	58	10	68
	Bilingual Education	4480	4467	0	19	33	44	3	48
	Low SES	14765	14706	0	20	32	44	3	47

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	High SES	7438	7408	0	7	19	61	12	73
	Current ELL	4334	4303	1	30	37	31	1	32
	Exited ELL	2605	2599	0	13	27	54	6	60
	Never ELL	15267	15215	0	13	26	54	7	61
	Migrant	34	34	0	35	26	35	3	38
	Non-Migrant	22173	22084	0	16	28	50	6	56
4	Female	11015	10991	0	9	31	46	14	60
	Male	11332	11293	0	14	36	42	8	49
	Native American	2344	2335	0	19	46	32	3	35
	Asian	318	318	0	4	21	50	25	75
	African American	629	625	1	13	35	45	7	51
	Hispanic	11917	11888	0	13	39	41	7	48
	Caucasian	7140	7119	0	6	22	53	19	72
	SPED	3010	2986	1	41	40	16	2	18
	Gifted	1178	1173	0	1	4	45	50	96
	Non-SPED/gifted	18160	18126	0	7	35	48	10	58
	Title1	14956	14919	0	14	38	41	7	48
	Non-Title1	7392	7366	0	7	25	50	18	68
	Bilingual Education	4543	4532	0	14	41	38	6	44
	Low SES	14949	14903	0	15	40	39	6	45
	High SES	7398	7381	0	5	22	53	20	73
	Current ELL	4500	4484	0	23	48	26	2	28
	Exited ELL	2806	2802	0	7	32	51	10	61
	Never ELL	15042	14999	0	9	30	48	13	61
	Migrant	46	45	2	26	30	39	2	41
	Non-Migrant	22302	22240	0	11	34	44	11	55
5	Female	11242	11228	0	7	30	45	18	63
	Male	11853	11817	0	11	36	41	12	53
	Native American	2387	2381	0	13	47	34	5	39
	Asian	291	290	0	3	22	47	27	74
	African American	624	623	0	11	39	39	11	50
	Hispanic	12448	12428	0	11	37	41	11	52
	Caucasian	7347	7325	0	4	21	50	25	74
	SPED	3269	3249	1	36	46	15	2	17
	Gifted	1456	1452	0	0	3	39	57	97
	Non-SPED/gifted	18373	18347	0	5	33	49	14	62
	Title1	15370	15336	0	11	38	41	10	51
	Non-Title1	7728	7712	0	5	23	47	24	72
	Bilingual Education	4665	4656	0	13	41	37	8	45
	Low SES	15354	15324	0	12	39	40	9	49
	High SES	7742	7722	0	3	20	50	27	76
	Current ELL	4597	4589	0	20	51	27	3	30
	Exited ELL	3361	3360	0	5	30	49	15	64

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Never ELL	15140	15099	0	6	28	47	18	65
	Migrant	81	80	1	14	38	38	9	47
	Non-Migrant	23017	22968	0	9	33	43	15	58
6	Female	11629	11596	0	7	46	39	7	46
	Male	12094	12026	1	14	52	31	3	34
	Native American	2619	2603	1	15	61	22	1	24
	Asian	278	277	0	8	32	49	11	60
	African American	637	636	0	12	50	34	4	38
	Hispanic	12719	12659	0	13	54	30	3	32
	Caucasian	7471	7448	0	5	36	49	9	58
	SPED	3362	3317	1	42	49	7	0	8
	Gifted	1409	1408	0	0	9	62	28	91
	Non-SPED/gifted	18954	18899	0	6	52	38	4	42
	Title1	12728	12666	0	14	55	28	3	31
	Non-Title1	10997	10958	0	7	42	44	7	51
	Bilingual Education	3555	3537	1	15	59	24	2	25
	Low SES	15610	15524	1	14	56	28	2	30
	High SES	8114	8099	0	4	37	50	9	59
	Current ELL	4543	4517	1	24	62	14	0	14
	Exited ELL	3810	3797	0	7	51	37	4	41
	Never ELL	15372	15310	0	8	45	41	6	47
	Migrant	75	75	0	27	56	17	0	17
	Non-Migrant	23650	23549	0	11	49	35	5	40
7	Female	11866	11803	1	7	36	49	7	56
	Male	12424	12334	1	14	42	40	3	43
	Native American	2882	2847	1	15	52	30	1	32
	Asian	287	287	0	4	28	51	17	68
	African American	596	594	0	16	41	39	3	42
	Hispanic	12815	12728	1	13	43	40	3	43
	Caucasian	7711	7682	0	5	28	57	10	67
	SPED	3511	3469	1	44	45	9	0	10
	Gifted	1454	1451	0	0	6	66	27	94
	Non-SPED/gifted	19326	19218	1	6	40	49	4	53
	Title1	10880	10793	1	15	47	36	2	38
	Non-Title1	13411	13345	0	8	33	52	7	59
	Bilingual Education	2915	2874	1	15	49	33	2	35
	Low SES	15536	15411	1	15	45	37	2	39
	High SES	8752	8724	0	4	28	58	10	68
	Current ELL	4421	4369	1	23	53	22	0	22
	Exited ELL	4548	4527	0	7	41	48	4	52
	Never ELL	15322	15242	1	8	34	50	7	57
	Migrant	67	67	0	18	60	22	0	22
	Non-Migrant	24224	24071	1	11	39	45	5	50

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
8	Female	12166	12083	1	6	35	54	4	58
	Male	12632	12502	1	14	42	42	1	43
	Native American	2961	2911	2	15	51	31	1	32
	Asian	264	262	1	5	29	57	8	66
	African American	590	583	1	14	41	41	3	44
	Hispanic	12943	12828	1	12	43	42	1	44
	Caucasian	8042	8003	0	5	27	63	5	68
	SPED	3569	3497	2	41	44	13	0	13
	Gifted	1488	1487	0	0	6	76	18	94
	Non-SPED/gifted	19744	19604	1	6	40	52	2	54
	Title1	10561	10462	1	14	46	38	1	39
	Non-Title1	14240	14126	1	8	33	55	4	59
	Bilingual Education	3093	3057	1	13	47	37	1	38
	Low SES	15365	15207	1	14	45	39	1	40
	High SES	9433	9378	1	5	28	61	5	67
	Current ELL	4060	4012	1	22	55	22	0	22
	Exited ELL	4993	4962	1	7	38	52	2	54
	Never ELL	15747	15613	1	8	34	53	4	56
	Migrant	51	51	0	22	41	37	0	37
	Non-Migrant	24750	24537	1	10	38	48	3	50
9	Female	13106	12838	2	20	28	49	1	50
	Male	14117	13749	3	32	29	36	0	37
	Native American	3656	3537	3	34	35	28	0	28
	Asian	296	290	2	17	24	53	4	57
	African American	721	695	4	30	26	40	0	40
	Hispanic	13902	13538	3	31	31	35	0	35
	Caucasian	8651	8531	1	14	22	61	2	62
	SPED	4226	4082	3	65	22	9	0	9
	Gifted	1297	1287	1	2	6	85	6	91
	Non-SPED/gifted	21705	21223	2	20	31	46	1	47
	Title1	4932	4726	4	34	32	29	0	29
	Non-Title1	22296	21866	2	24	28	45	1	46
	Bilingual Education	2926	2811	4	33	32	30	0	30
	Low SES	15113	14752	2	33	32	32	0	33
	High SES	12098	11825	2	17	24	55	1	56
	Current ELL	4471	4315	3	48	32	17	0	17
	Exited ELL	5222	5119	2	22	33	42	1	43
	Never ELL	17534	17157	2	21	26	49	1	50
	Migrant	69	68	1	55	23	20	0	20
	Non-Migrant	27159	26524	2	26	28	42	1	43

Table D.3 Performance Level Classification Percentages for Selected Demographic Subgroups
(English Science, non-BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	10901	10861	0	0	17	69	13	83
	Male	11311	11261	0	1	16	67	16	83
	Native American	2278	2267	0	1	28	67	4	71
	Asian	348	344	1	0	5	68	25	93
	African American	605	603	0	1	23	64	12	76
	Hispanic	11795	11743	0	1	19	70	9	80
	Caucasian	7186	7165	0	0	8	66	26	92
	SPED	2906	2883	1	2	30	62	6	67
	Gifted	913	910	0	0	1	39	60	99
	Non-SPED/gifted	18394	18330	0	0	15	71	13	84
	Title1	14799	14745	0	1	20	69	10	79
	Non-Title1	7413	7377	0	0	9	67	24	91
	Bilingual Education	4483	4467	0	1	21	69	9	78
	Low SES	14771	14715	0	1	21	70	8	78
	High SES	7437	7403	0	0	7	66	27	92
	Current ELL	4342	4322	0	1	30	64	4	68
	Exited ELL	2605	2600	0	0	12	73	14	88
	Never ELL	15264	15199	0	0	13	69	17	86
	Migrant	34	34	0	3	29	68	0	68
	Non-Migrant	22178	22088	0	1	16	68	14	83
4	Female	11011	10981	0	3	42	52	3	55
	Male	11338	11298	0	3	38	55	3	59
	Native American	2343	2332	0	5	60	34	0	34
	Asian	326	326	0	0	28	62	10	71
	African American	628	627	0	4	45	50	1	51
	Hispanic	11910	11870	0	4	46	48	1	49
	Caucasian	7143	7125	0	1	22	69	6	76
	SPED	3009	2987	1	10	56	33	1	33
	Gifted	1178	1175	0	0	5	74	21	95
	Non-SPED/gifted	18163	18118	0	2	39	56	2	58
	Title1	14958	14915	0	4	46	48	2	50
	Non-Title1	7392	7365	0	2	27	65	6	71
	Bilingual Education	4543	4529	0	5	50	44	1	45
	Low SES	14949	14902	0	4	48	46	1	47
	High SES	7400	7377	0	1	23	69	7	76
	Current ELL	4509	4487	0	7	61	31	0	31
	Exited ELL	2806	2800	0	2	38	58	2	60
	Never ELL	15035	14993	0	2	34	60	4	64
	Migrant	46	46	0	7	50	43	0	43
	Non-Migrant	22304	22234	0	3	40	54	3	57

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
5	Female	11242	11214	0	4	56	38	2	40
	Male	11857	11802	0	4	49	43	3	46
	Native American	2386	2374	1	8	72	19	0	19
	Asian	293	293	0	2	36	55	8	62
	African American	624	623	0	7	56	36	1	37
	Hispanic	12451	12409	0	5	60	33	1	34
	Caucasian	7347	7319	0	1	33	60	5	65
	SPED	3270	3238	1	14	66	18	1	19
	Gifted	1456	1451	0	0	7	73	20	92
	Non-SPED/gifted	18376	18330	0	3	54	42	1	43
	Title1	15376	15322	0	5	60	33	1	35
	Non-Title1	7726	7697	0	2	38	55	5	59
	Bilingual Education	4666	4650	0	6	66	27	1	27
	Low SES	15353	15302	0	6	62	31	1	32
	High SES	7747	7715	0	1	33	60	5	65
	Current ELL	4604	4587	0	10	74	16	0	16
	Exited ELL	3360	3353	0	2	56	40	2	42
	Never ELL	15138	15079	0	3	45	48	3	51
	Migrant	81	80	1	1	69	27	1	28
	Non-Migrant	23021	22939	0	4	53	41	2	43
6	Female	11632	11582	0	11	62	26	1	27
	Male	12091	12017	1	11	55	31	2	33
	Native American	2617	2595	1	15	67	16	0	16
	Asian	283	282	0	6	45	43	6	49
	African American	636	634	0	13	62	23	1	24
	Hispanic	12717	12645	1	14	65	20	1	21
	Caucasian	7471	7443	0	5	45	47	3	50
	SPED	3362	3324	1	33	57	8	0	8
	Gifted	1409	1407	0	0	13	72	15	87
	Non-SPED/gifted	18954	18869	0	8	62	29	1	29
	Title1	12727	12662	1	14	65	20	1	21
	Non-Title1	10998	10938	1	7	52	38	2	40
	Bilingual Education	3557	3540	0	17	67	15	0	16
	Low SES	15610	15508	1	15	65	19	0	20
	High SES	8114	8091	0	4	46	46	4	50
	Current ELL	4549	4519	1	24	68	7	0	7
	Exited ELL	3810	3797	0	9	64	26	1	27
	Never ELL	15366	15284	1	8	55	35	2	37
	Migrant	75	75	0	23	71	7	0	7
	Non-Migrant	23650	23525	1	11	59	28	1	30

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
7	Female	11858	11781	1	15	59	24	1	24
	Male	12430	12329	1	18	54	26	1	27
	Native American	2878	2855	1	28	62	10	0	10
	Asian	289	287	1	7	48	39	5	45
	African American	596	593	1	22	59	18	0	19
	Hispanic	12817	12703	1	20	62	17	0	18
	Caucasian	7709	7673	0	8	47	43	2	45
	SPED	3512	3463	1	46	47	5	0	5
	Gifted	1454	1448	0	0	17	74	8	82
	Non-SPED/gifted	19323	19200	1	13	61	25	1	25
	Title1	10873	10789	1	23	62	14	0	15
	Non-Title1	13416	13322	1	12	52	33	2	35
	Bilingual Education	2914	2896	1	25	63	11	0	11
	Low SES	15529	15391	1	22	61	16	0	16
	High SES	8757	8717	0	8	49	41	2	43
	Current ELL	4423	4386	1	33	61	5	0	6
	Exited ELL	4547	4521	1	13	65	20	1	21
	Never ELL	15319	15204	1	13	53	32	1	33
	Migrant	67	64	4	22	64	9	0	9
	Non-Migrant	24222	24047	1	17	57	25	1	26
8	Female	12165	12017	1	14	64	20	0	21
	Male	12627	12458	1	15	58	26	1	26
	Native American	2958	2901	2	19	69	10	0	10
	Asian	266	257	3	6	49	41	2	42
	African American	590	574	3	19	60	18	0	18
	Hispanic	12946	12796	1	18	65	15	0	15
	Caucasian	8034	7949	1	6	51	40	1	42
	SPED	3566	3493	2	41	52	5	0	5
	Gifted	1489	1482	0	0	21	73	5	78
	Non-SPED/gifted	19740	19502	1	10	66	23	0	23
	Title1	10555	10431	1	19	66	14	0	14
	Non-Title1	14240	14046	1	11	57	30	1	30
	Bilingual Education	3096	3060	1	20	67	12	0	12
	Low SES	15364	15154	1	19	65	14	0	15
	High SES	9428	9321	1	7	54	37	1	38
	Current ELL	4061	4008	1	28	66	5	0	5
	Exited ELL	4993	4957	1	11	67	21	0	22
	Never ELL	15740	15512	1	12	58	28	1	29
	Migrant	51	51	0	35	51	14	0	14
	Non-Migrant	24744	24426	1	14	61	23	1	24

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
9	Female	13098	12768	3	8	55	34	1	35
	Male	14102	13683	3	12	48	36	1	38
	Native American	3655	3537	3	12	65	19	0	19
	Asian	296	290	2	6	36	51	4	55
	African American	720	685	5	13	55	28	0	28
	Hispanic	13887	13453	3	13	57	27	0	27
	Caucasian	8645	8489	2	5	36	55	3	58
	SPED	4225	4024	5	33	54	9	0	9
	Gifted	1297	1289	1	0	9	78	12	90
	Non-SPED/gifted	21683	21143	2	6	53	38	1	38
	Title1	4931	4725	4	13	61	21	0	21
	Non-Title1	22274	21731	2	10	49	38	1	39
	Bilingual Education	2926	2820	4	13	62	22	0	22
	Low SES	15098	14675	3	13	59	25	0	25
	High SES	12091	11769	3	6	41	48	2	50
	Current ELL	4471	4312	4	20	66	10	0	10
	Exited ELL	5224	5127	2	9	55	34	1	34
	Never ELL	17509	17016	3	8	46	42	1	43
	Migrant	69	67	3	20	62	14	0	14
	Non-Migrant	27136	26389	3	10	51	35	1	36

Table D.4 Performance Level Classification Percentages for Selected Demographic Subgroups (Spanish Math, non-BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	834	832	0	6	41	45	7	53
	Male	885	879	1	6	41	42	10	52
	Hispanic	1709	1701	0	6	41	44	9	52
	SPED	125	122	2	19	52	22	4	26
	Non-SPED/gifted	1583	1578	0	5	40	45	9	54
	Title1	1616	1608	0	6	41	43	9	52
	Non-Title1	103	103	0	7	40	51	2	53
	Bilingual Education	1624	1618	0	6	41	44	9	53
	Low SES	1647	1640	0	6	42	43	9	52
	High SES	71	70	1	0	32	62	4	66
	Current ELL	1657	1650	0	6	42	44	9	52
	Never ELL	37	36	3	11	38	46	3	49
	Migrant	55	55	0	7	51	36	5	42
	Non-Migrant	1664	1656	0	6	41	44	9	53

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
4	Female	654	654	0	13	57	27	3	30
	Male	647	643	1	15	54	27	3	31
	Hispanic	1299	1295	0	14	56	27	3	30
	SPED	68	67	1	31	49	19	0	19
	Non-SPED/gifted	1230	1227	0	13	56	28	3	31
	Title1	1191	1187	0	14	55	28	3	31
	Non-Title1	111	111	0	14	63	22	2	23
	Bilingual Education	1210	1206	0	14	55	28	3	31
	Low SES	1255	1251	0	14	56	27	3	30
	High SES	46	46	0	11	46	41	2	43
	Current ELL	1258	1254	0	14	55	27	3	31
	Never ELL	36	36	0	14	61	22	3	25
	Migrant	59	59	0	19	58	22	2	24
	Non-Migrant	1243	1239	0	14	55	27	3	31
5	Female	450	447	1	21	61	16	2	18
	Male	447	447	0	30	56	13	0	14
	Hispanic	893	890	0	26	58	15	1	16
	SPED	34	34	0	62	38	0	0	0
	Non-SPED/gifted	858	855	0	24	59	15	1	16
	Title1	825	823	0	26	58	15	1	16
	Non-Title1	72	71	1	25	58	13	3	15
	Bilingual Education	785	783	0	24	60	15	1	16
	Low SES	848	845	0	26	58	15	1	15
	High SES	49	49	0	16	61	18	4	22
	Current ELL	852	849	0	26	58	15	1	16
	Never ELL	35	35	0	31	57	11	0	11
	Migrant	46	46	0	15	70	13	2	15
	Non-Migrant	851	848	0	26	58	15	1	16
6	Female	333	328	2	18	65	14	2	16
	Male	359	358	0	23	62	14	1	14
	Hispanic	691	685	1	21	63	14	2	15
	Non-SPED/gifted	669	664	1	20	64	13	1	15
	Title1	571	569	0	21	63	14	2	16
	Non-Title1	121	117	3	21	62	12	2	13
	Bilingual Education	607	605	0	19	64	15	1	16
	Low SES	667	664	0	21	64	13	1	15
	Current ELL	666	660	1	21	63	14	1	15
	Migrant	39	39	0	28	54	15	3	18
	Non-Migrant	653	647	1	20	64	13	2	15
7	Female	336	331	1	28	59	10	1	11
	Male	352	346	2	35	55	8	0	8
	Hispanic	686	675	2	32	57	9	0	9
	Non-SPED/gifted	675	667	1	31	58	9	0	10
	Title1	512	505	1	32	57	10	0	10

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Non-Title1	176	172	2	31	59	8	0	8
	Bilingual Education	601	595	1	33	56	10	0	10
	Low SES	641	633	1	32	57	10	0	10
	High SES	47	44	6	26	64	4	0	4
	Current ELL	646	635	2	33	56	9	0	9
	Never ELL	36	36	0	22	69	8	0	8
	Migrant	42	42	0	36	60	5	0	5
	Non-Migrant	646	635	2	32	57	9	0	10
8	Female	327	326	0	18	65	16	1	17
	Male	325	321	1	21	63	13	2	15
	Hispanic	652	647	1	19	64	15	1	16
	Non-SPED/gifted	647	642	1	19	64	15	1	16
	Title1	468	466	0	18	66	15	1	16
	Non-Title1	185	182	2	23	59	14	2	16
	Bilingual Education	585	582	1	18	65	15	1	16
	Low SES	605	602	0	19	64	15	1	16
	High SES	48	46	4	19	56	19	2	21
	Current ELL	616	611	1	19	64	14	1	16
	Never ELL	33	33	0	21	55	24	0	24
	Migrant	43	43	0	16	79	2	2	5
	Non-Migrant	610	605	1	20	63	16	1	17
9	Female	296	288	3	17	67	11	2	14
	Male	345	330	4	20	60	14	2	15
	Hispanic	639	616	4	19	63	13	2	14
	Non-SPED/gifted	636	613	4	18	64	13	2	14
	Title1	113	107	5	12	68	14	1	15
	Non-Title1	528	511	3	20	62	12	2	14
	Bilingual Education	530	514	3	18	63	14	2	16
	Low SES	541	526	3	19	63	14	2	16
	High SES	100	92	8	18	65	7	2	9
	Current ELL	597	577	3	18	63	13	2	15
	Never ELL	40	38	5	25	65	3	3	5
	Migrant	32	32	0	13	75	13	0	13
	Non-Migrant	609	586	4	19	63	13	2	15

Table D.5 Performance Level Classification Percentages for Selected Demographic Subgroups (Spanish Reading, non-BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	830	827	0	5	53	30	11	42
	Male	876	871	1	6	59	26	8	34
	Hispanic	1696	1688	0	6	56	28	10	38
	SPED	125	122	2	25	58	10	4	14
	Non-SPED/gifted	1570	1565	0	4	56	30	10	40
	Title1	1604	1596	0	5	56	29	10	38
	Non-Title1	102	102	0	7	59	25	10	34
	Bilingual Education	1613	1608	0	5	56	29	10	39
	Low SES	1634	1626	0	6	56	28	10	38
	High SES	71	71	0	6	48	38	8	46
	Current ELL	1646	1639	0	5	56	28	10	38
	Exited ELL	25	25	0	0	52	40	8	48
	Never ELL	35	34	3	20	46	23	9	31
	Migrant	54	54	0	6	65	20	9	30
	Non-Migrant	1652	1644	0	6	56	29	10	38
4	Female	651	650	0	5	49	41	5	46
	Male	640	636	1	11	56	30	3	32
	Hispanic	1289	1284	0	8	52	35	4	39
	SPED	68	67	1	41	49	9	0	9
	Non-SPED/gifted	1220	1216	0	6	53	37	4	41
	Title1	1182	1177	0	8	52	36	4	40
	Non-Title1	110	110	0	5	56	33	5	38
	Bilingual Education	1203	1198	0	7	52	36	4	40
	Low SES	1245	1240	0	8	53	35	4	39
	High SES	46	46	0	9	48	41	2	43
	Current ELL	1248	1243	0	7	52	36	4	40
	Never ELL	36	36	0	14	56	28	3	31
	Migrant	59	59	0	10	53	32	5	37
	Non-Migrant	1233	1228	0	8	53	36	4	39
5	Female	450	448	0	10	50	34	5	39
	Male	445	443	0	25	50	22	2	24
	Hispanic	891	887	0	18	50	28	4	32
	SPED	34	34	0	62	38	0	0	0
	Non-SPED/gifted	856	852	0	16	51	29	4	32
	Title1	823	821	0	18	51	28	4	31
	Non-Title1	72	70	3	14	49	31	4	35
	Bilingual Education	784	780	1	17	50	28	4	32
	Low SES	845	841	0	18	51	27	3	31
	High SES	50	50	0	6	48	34	12	46
	Current ELL	850	846	0	18	51	27	4	31
	Never ELL	35	35	0	17	40	40	3	43

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Migrant	47	47	0	6	55	34	4	38
	Non-Migrant	848	844	0	18	50	27	4	31
6	Female	330	328	1	5	40	48	6	54
	Male	353	349	1	7	47	43	2	45
	Hispanic	682	676	1	6	44	45	4	49
	Non-SPED/gifted	660	654	1	5	44	46	4	50
	Title1	562	559	1	6	45	44	4	48
	Non-Title1	121	118	2	6	40	50	2	52
	Bilingual Education	599	595	1	6	43	46	4	50
	Low SES	658	654	1	6	44	45	4	49
	Current ELL	658	653	1	6	45	45	4	48
	Migrant	39	39	0	8	33	49	10	59
	Non-Migrant	644	638	1	6	44	45	3	48
7	Female	331	329	1	2	19	62	17	79
	Male	348	344	1	3	26	61	9	70
	Hispanic	677	671	1	2	23	61	13	74
	Non-SPED/gifted	667	662	1	2	22	62	13	75
	Title1	504	499	1	3	20	64	13	77
	Non-Title1	175	174	1	1	31	54	13	67
	Bilingual Education	593	588	1	2	22	62	13	75
	Low SES	633	627	1	2	23	62	12	74
	High SES	46	46	0	0	24	57	20	76
	Current ELL	638	632	1	2	23	62	13	74
	Never ELL	35	35	0	3	29	49	20	69
	Migrant	42	42	0	0	21	69	10	79
	Non-Migrant	637	631	1	2	23	61	13	74
8	Female	323	323	0	1	35	59	5	64
	Male	321	317	1	3	42	51	3	54
	Hispanic	644	640	1	2	38	55	4	59
	Non-SPED/gifted	639	635	1	2	38	55	4	59
	Title1	462	459	1	2	38	54	5	59
	Non-Title1	183	182	1	2	39	56	2	58
	Bilingual Education	579	576	1	2	37	56	4	60
	Low SES	600	596	1	2	38	55	4	59
	High SES	45	45	0	0	40	56	4	60
	Current ELL	608	605	0	2	38	55	4	59
	Never ELL	33	32	3	6	33	55	3	58
	Migrant	43	42	2	2	40	56	0	56
	Non-Migrant	602	599	0	2	38	55	4	59
9	Female	295	291	1	4	51	43	0	44
	Male	345	336	3	8	54	34	1	35
	Hispanic	638	625	2	6	53	39	0	39
	Non-SPED/gifted	635	622	2	6	53	39	0	39

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Title1	113	113	0	9	58	33	0	33
	Non-Title1	527	514	2	6	52	40	1	40
	Bilingual Education	529	519	2	5	52	40	0	41
	Low SES	540	533	1	6	53	39	0	39
	High SES	100	94	6	5	51	37	1	38
	Current ELL	596	585	2	6	53	39	0	39
	Never ELL	40	39	3	8	55	33	3	35
	Migrant	32	32	0	3	47	50	0	50
	Non-Migrant	608	595	2	6	53	38	0	38

Table D.6 Performance Level Classification Percentages for Selected Demographic Subgroups (Spanish Science, non-BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	834	831	0	8	62	28	2	30
	Male	884	879	1	10	60	28	2	30
	Hispanic	1708	1700	0	9	61	28	2	30
	SPED	125	123	2	21	64	12	2	14
	Non-SPED/gifted	1582	1576	0	8	61	29	2	31
	Title1	1615	1607	0	9	60	28	2	31
	Non-Title1	103	103	0	8	74	17	2	18
	Bilingual Education	1623	1616	0	8	61	28	2	30
	Low SES	1646	1638	0	9	61	28	2	30
	High SES	71	71	0	4	63	31	1	32
	Current ELL	1656	1649	0	9	61	28	2	30
	Never ELL	37	36	3	16	59	16	5	22
	Migrant	55	55	0	5	67	24	4	27
	Non-Migrant	1663	1655	0	9	61	28	2	30
4	Female	653	652	0	11	65	23	1	24
	Male	647	642	1	11	63	24	1	25
	Hispanic	1298	1292	0	11	64	24	1	25
	SPED	68	67	1	34	57	7	0	7
	Non-SPED/gifted	1229	1224	0	10	64	24	1	25
	Title1	1190	1185	0	11	64	24	1	24
	Non-Title1	111	110	1	11	61	23	4	27
	Bilingual Education	1209	1204	0	11	64	24	1	25
	Low SES	1254	1249	0	11	63	24	1	25
	High SES	46	45	2	13	78	7	0	7
	Current ELL	1257	1251	0	11	64	24	1	25

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Never ELL	36	36	0	14	72	11	3	14
	Migrant	59	59	0	15	64	20	0	20
	Non-Migrant	1242	1236	0	11	64	24	1	25
5	Female	449	446	1	5	63	30	1	31
	Male	447	447	0	5	65	29	1	30
	Hispanic	892	889	0	5	64	30	1	31
	SPED	34	34	0	15	82	3	0	3
	Non-SPED/gifted	857	854	0	4	64	30	1	31
	Title1	824	822	0	5	64	30	1	31
	Non-Title1	72	71	1	3	67	28	1	29
	Bilingual Education	785	782	0	5	65	29	1	30
	Low SES	847	844	0	5	65	29	1	30
	High SES	49	49	0	0	57	37	6	43
	Current ELL	851	848	0	5	65	29	1	30
	Never ELL	35	35	0	3	63	31	3	34
	Migrant	46	46	0	0	61	37	2	39
	Non-Migrant	850	847	0	5	64	29	1	30
6	Female	333	329	1	14	62	23	0	23
	Male	359	358	0	11	63	24	1	25
	Hispanic	691	686	1	12	63	23	1	24
	Non-SPED/gifted	669	665	1	12	63	24	1	24
	Title1	571	567	1	12	64	22	1	23
	Non-Title1	121	120	1	13	57	28	1	29
	Bilingual Education	607	605	0	12	63	24	1	24
	Low SES	667	662	1	13	63	23	1	24
	Current ELL	666	662	1	12	63	24	0	24
	Migrant	39	39	0	10	56	31	3	33
	Non-Migrant	653	648	1	13	63	23	1	24
7	Female	336	336	0	22	59	18	2	19
	Male	352	348	1	18	66	14	0	14
	Hispanic	686	682	1	20	63	16	1	17
	Non-SPED/gifted	675	673	0	20	63	16	1	17
	Title1	512	509	1	21	63	14	1	15
	Non-Title1	176	175	1	18	61	19	2	20
	Bilingual Education	601	599	0	20	63	16	1	17
	Low SES	641	637	1	21	62	15	1	16
	High SES	47	47	0	9	66	23	2	26
	Current ELL	646	642	1	21	62	16	1	17
	Never ELL	36	36	0	14	72	14	0	14
	Migrant	42	42	0	17	64	19	0	19
	Non-Migrant	646	642	1	20	63	15	1	16
8	Female	326	323	1	22	65	11	0	12
	Male	325	319	2	19	67	12	1	12

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Hispanic	651	642	1	20	66	12	0	12
	Non-SPED/gifted	646	637	1	20	67	12	0	12
	Title1	467	462	1	20	68	10	1	11
	Non-Title1	185	181	2	22	62	14	0	14
	Bilingual Education	584	579	1	21	67	11	1	12
	Low SES	604	597	1	21	66	11	0	12
	High SES	48	46	4	13	71	13	0	13
	Current ELL	615	607	1	20	67	11	0	12
	Never ELL	33	32	3	18	58	21	0	21
	Migrant	43	41	5	16	65	14	0	14
	Non-Migrant	609	602	1	21	66	11	0	12
9	Female	296	286	3	25	63	9	0	9
	Male	345	328	5	24	59	11	2	12
	Hispanic	639	612	4	24	61	10	1	11
	Non-SPED/gifted	636	609	4	24	61	10	1	11
	Title1	113	111	2	29	59	10	0	10
	Non-Title1	528	503	5	23	61	10	1	11
	Bilingual Education	530	510	4	24	61	10	1	12
	Low SES	541	524	3	24	61	10	1	11
	High SES	100	90	10	25	57	8	0	8
	Current ELL	597	575	4	24	61	10	1	11
	Never ELL	40	36	10	25	58	5	3	8
	Migrant	32	32	0	25	63	13	0	13
	Non-Migrant	609	582	4	24	60	10	1	11

Table D.7 Performance Level Classification Percentages for Selected Demographic Subgroups (English Math, BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	394	392	1	14	60	25	0	25
	Male	460	455	1	20	59	19	0	20
	Native American	852	846	1	17	60	22	0	22
	SPED	108	106	2	37	50	11	0	11
	Gifted	49	49	0	6	51	41	2	43
	Non-SPED/gifted	697	692	1	15	62	22	0	22
	Title1	806	799	1	18	60	20	0	21
	Non-Title1	48	48	0	6	48	46	0	46
	Bilingual Education	352	348	1	19	58	22	0	22
	Low SES	803	796	1	17	60	22	0	22

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Current ELL	626	623	0	20	63	16	0	17
	Exited ELL	57	57	0	12	46	42	0	42
	Never ELL	170	166	2	11	52	35	1	35
	Non-Migrant	854	847	1	17	60	22	0	22
4	Female	402	396	1	26	58	15	0	15
	Male	368	365	1	28	61	9	2	10
	Native American	769	760	1	27	59	12	1	13
	SPED	103	102	1	50	48	1	0	1
	Gifted	61	60	2	7	57	30	5	34
	Non-SPED/gifted	608	601	1	25	61	12	0	13
	Title1	719	710	1	28	59	11	0	11
	Non-Title1	52	52	0	12	58	25	6	31
	Bilingual Education	265	264	0	36	51	12	0	12
	Low SES	739	731	1	27	59	12	1	13
	Current ELL	530	525	1	32	60	8	0	8
	Exited ELL	51	48	6	14	59	22	0	22
	Never ELL	190	189	1	17	58	21	3	24
	Non-Migrant	769	760	1	27	59	12	1	13
5	Female	393	390	1	33	57	8	0	9
	Male	448	440	2	38	50	9	0	9
	Native American	840	829	1	36	54	9	0	9
	SPED	139	132	5	58	34	3	0	3
	Gifted	53	53	0	8	60	30	2	32
	Non-SPED/gifted	649	645	1	34	57	8	0	8
	Title1	799	788	1	36	53	9	0	9
	Non-Title1	42	42	0	29	60	12	0	12
	Bilingual Education	286	278	3	44	49	5	0	5
	Low SES	769	759	1	36	53	9	0	9
	High SES	45	45	0	33	58	9	0	9
	Current ELL	532	525	1	44	50	5	0	5
	Exited ELL	82	82	0	21	56	21	2	23
	Never ELL	227	223	2	23	61	13	0	14
	Non-Migrant	841	830	1	36	54	9	0	9
6	Female	451	448	1	43	51	5	0	5
	Male	428	423	1	50	43	5	0	5
	Native American	877	869	1	47	47	5	0	5
	SPED	162	158	2	77	20	0	0	0
	Gifted	52	52	0	13	69	17	0	17
	Non-SPED/gifted	665	661	1	42	52	6	0	6
	Title1	826	819	1	47	47	5	0	5
	Non-Title1	53	52	2	34	55	9	0	9
	Bilingual Education	338	332	2	46	47	6	0	6
	Low SES	833	826	1	47	47	5	0	5
	Current ELL	548	543	1	54	41	4	0	4

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Exited ELL	80	80	0	21	70	9	0	9
	Never ELL	251	248	1	38	54	7	0	7
	Non-Migrant	879	871	1	47	47	5	0	5
7	Female	385	382	1	50	42	8	0	8
	Male	370	366	1	51	45	3	0	3
	Native American	751	744	1	50	43	6	0	6
	SPED	122	120	2	81	16	2	0	2
	Gifted	52	52	0	19	69	12	0	12
	Non-SPED/gifted	582	577	1	47	47	6	0	6
	Title1	725	719	1	51	43	5	0	5
	Non-Title1	31	30	3	45	42	10	0	10
	Bilingual Education	267	264	1	56	39	4	0	4
	Low SES	698	691	1	49	45	5	0	5
	High SES	30	30	0	60	30	10	0	10
	Current ELL	468	464	1	53	43	4	0	4
	Exited ELL	30	30	0	53	47	0	0	0
	Never ELL	258	255	1	46	44	9	0	9
	Non-Migrant	756	749	1	50	43	6	0	6
8	Female	423	420	1	39	53	7	0	7
	Male	357	345	3	41	48	8	0	8
	Native American	779	764	2	40	51	7	0	7
	SPED	138	131	5	71	23	1	0	1
	Gifted	48	48	0	10	73	17	0	17
	Non-SPED/gifted	594	586	1	35	55	8	0	8
	Title1	763	750	2	40	50	7	0	7
	Bilingual Education	266	263	1	47	46	6	0	6
	Low SES	740	725	2	40	51	7	0	7
	Current ELL	488	480	2	48	46	4	0	5
	Never ELL	267	260	3	26	58	12	0	13
	Non-Migrant	780	765	2	40	51	7	0	8
9	Female	290	287	1	22	55	21	1	22
	Male	255	249	2	24	61	12	0	13
	Native American	544	535	2	23	58	17	1	17
	SPED	97	97	0	56	43	1	0	1
	Gifted	36	36	0	0	56	42	3	44
	Non-SPED/gifted	412	403	2	17	61	18	0	19
	Title1	544	535	2	23	58	17	1	17
	Bilingual Education	78	76	3	15	41	40	1	41
	Low SES	529	520	2	23	57	17	1	18
	Current ELL	271	268	1	32	58	8	0	8
	Never ELL	271	265	2	14	57	25	1	27
	Non-Migrant	545	536	2	23	58	17	1	17

Table D.8 Performance Level Classification Percentages for Selected Demographic Subgroups (English Reading, BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	394	391	1	27	42	30	0	30
	Male	460	451	2	45	33	20	0	20
	Native American	852	841	1	37	38	24	0	25
	SPED	108	101	6	71	19	4	0	4
	Gifted	49	49	0	10	33	57	0	57
	Non-SPED/gifted	697	692	1	33	41	25	0	26
	Title1	806	795	1	38	37	23	0	23
	Non-Title1	48	47	2	10	44	44	0	44
	Bilingual Education	352	348	1	41	38	19	0	20
	Low SES	803	792	1	36	38	25	0	25
	Current ELL	626	619	1	43	36	19	0	19
	Exited ELL	57	57	0	19	40	40	0	40
	Never ELL	170	165	3	18	41	38	1	38
	Non-Migrant	854	842	1	36	38	24	0	25
4	Female	402	401	0	25	53	21	0	22
	Male	368	365	1	35	48	15	1	16
	Native American	769	765	1	30	51	18	1	19
	SPED	103	103	0	66	32	2	0	2
	Gifted	61	61	0	7	46	46	2	48
	Non-SPED/gifted	608	604	1	26	54	18	1	19
	Title1	719	715	1	30	52	17	0	18
	Non-Title1	52	52	0	23	38	35	4	38
	Bilingual Education	265	264	0	36	47	17	0	17
	Low SES	739	735	1	29	51	19	1	19
	High SES	27	27	0	37	44	19	0	19
	Current ELL	530	527	1	35	53	12	0	12
	Exited ELL	51	51	0	14	49	35	2	37
	Never ELL	190	189	1	21	44	33	2	35
	Non-Migrant	769	765	1	30	51	18	1	19
5	Female	393	390	1	18	52	26	3	29
	Male	448	442	1	27	48	21	2	23
	Native American	840	831	1	23	50	24	2	26
	SPED	139	133	4	60	31	5	0	5
	Gifted	53	53	0	2	45	45	8	53
	Non-SPED/gifted	649	646	0	16	55	26	2	28
	Title1	799	790	1	23	51	23	2	25
	Non-Title1	42	42	0	17	45	38	0	38
	Bilingual Education	286	280	2	28	52	17	1	18
	Low SES	769	761	1	23	49	25	2	27
	High SES	45	45	0	18	58	20	4	24
	Current ELL	532	527	1	29	51	18	1	19

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Exited ELL	82	82	0	5	43	45	7	52
	Never ELL	227	223	2	15	51	30	3	33
	Non-Migrant	841	832	1	23	50	24	2	26
6	Female	451	450	0	17	67	16	1	17
	Male	428	422	1	31	56	12	0	12
	Native American	877	870	1	23	61	14	1	15
	SPED	162	158	2	57	40	1	0	1
	Gifted	52	52	0	2	54	44	0	44
	Non-SPED/gifted	665	662	0	17	67	15	1	15
	Title1	826	819	1	24	62	13	0	13
	Non-Title1	53	53	0	11	53	30	6	36
	Bilingual Education	338	334	1	27	59	13	0	13
	Low SES	833	826	1	24	61	14	1	15
	High SES	28	28	0	11	75	14	0	14
	Current ELL	548	542	1	30	60	9	0	9
	Exited ELL	80	80	0	6	64	26	4	30
	Never ELL	251	250	0	16	62	21	1	22
	Non-Migrant	879	872	1	23	61	14	1	15
7	Female	385	383	1	18	55	26	1	27
	Male	370	367	1	29	57	13	0	13
	Native American	751	746	1	23	56	19	1	20
	SPED	122	121	1	68	28	3	0	3
	Gifted	52	52	0	2	46	50	2	52
	Non-SPED/gifted	582	578	1	16	63	20	1	21
	Title1	725	720	1	24	56	19	1	20
	Non-Title1	31	31	0	13	61	26	0	26
	Bilingual Education	267	264	1	33	49	15	1	16
	Low SES	698	693	1	23	56	19	1	20
	High SES	30	30	0	13	53	33	0	33
	Current ELL	468	465	1	28	56	15	0	15
	Exited ELL	30	30	0	7	67	27	0	27
	Never ELL	258	256	1	16	54	28	1	29
	Non-Migrant	756	751	1	23	56	20	1	20
8	Female	423	421	0	17	50	31	1	32
	Male	357	348	3	26	52	19	0	20
	Native American	779	768	1	21	51	26	1	26
	SPED	138	130	6	54	36	4	0	4
	Gifted	48	48	0	6	31	60	2	63
	Non-SPED/gifted	594	591	1	15	56	28	1	29
	Title1	763	754	1	22	51	26	0	26
	Bilingual Education	266	264	1	21	58	21	0	21
	Low SES	740	729	1	21	51	25	1	26
	Current ELL	488	483	1	26	57	16	0	16
	Never ELL	267	261	2	13	40	43	2	45

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Non-Migrant	780	769	1	21	51	26	1	27
9	Female	290	289	0	35	30	34	0	34
	Male	255	248	3	46	25	26	0	26
	Native American	544	536	1	40	28	30	0	31
	SPED	97	96	1	82	13	3	0	3
	Gifted	36	36	0	17	17	67	0	67
	Non-SPED/gifted	412	405	2	32	32	33	0	34
	Title1	544	536	1	40	28	30	0	31
	Bilingual Education	78	78	0	29	19	50	1	51
	Low SES	529	521	2	40	27	31	0	31
	Current ELL	271	268	1	56	29	14	0	14
	Never ELL	271	266	2	24	27	46	0	47
	Non-Migrant	545	537	1	40	28	30	0	30

Table D.9 Performance Level Classification Percentages for Selected Demographic Subgroups (English Science, BIA schools)

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
3	Female	394	390	1	2	39	57	2	59
	Male	460	454	1	3	42	51	3	53
	Native American	852	843	1	2	41	54	2	56
	SPED	108	105	3	2	60	35	0	35
	Gifted	49	49	0	0	16	73	10	84
	Non-SPED/gifted	697	690	1	3	39	55	2	57
	Title1	806	797	1	3	42	52	2	55
	Non-Title1	48	47	2	0	21	77	0	77
	Bilingual Education	352	346	2	3	40	54	2	56
	Low SES	803	793	1	2	40	55	2	57
	Current ELL	626	620	1	3	45	50	1	51
	Exited ELL	57	57	0	0	35	61	4	65
	Never ELL	170	166	2	1	26	64	6	71
	Non-Migrant	854	844	1	2	41	54	2	56
4	Female	402	401	0	12	70	18	0	18
	Male	368	365	1	11	67	21	0	21
	Native American	769	765	1	12	68	20	0	20
	SPED	103	103	0	29	64	7	0	7
	Gifted	61	60	2	3	44	51	0	51
	Non-SPED/gifted	608	605	0	9	72	18	0	18
	Title1	719	715	1	12	69	18	0	18
	Non-Title1	52	52	0	4	56	40	0	40

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Bilingual Education	265	264	0	14	71	15	0	15
	Low SES	739	735	1	12	68	20	0	20
	Current ELL	530	528	0	14	73	12	0	12
	Exited ELL	51	51	0	6	59	35	0	35
	Never ELL	190	188	1	7	57	35	0	35
	Non-Migrant	769	765	1	12	68	20	0	20
5	Female	393	389	1	15	75	9	0	9
	Male	448	441	2	16	70	13	0	13
	Native American	840	829	1	16	72	11	0	11
	SPED	139	133	4	31	61	4	0	4
	Gifted	53	53	0	4	62	34	0	34
	Non-SPED/gifted	649	644	1	14	75	10	0	10
	Title1	799	788	1	16	72	11	0	11
	Non-Title1	42	42	0	10	76	14	0	14
	Bilingual Education	286	278	3	20	73	4	0	4
	Low SES	769	760	1	16	72	11	0	11
	High SES	45	45	0	20	71	9	0	9
	Current ELL	532	527	1	21	70	9	0	9
	Exited ELL	82	82	0	2	78	20	0	20
	Never ELL	227	221	3	9	75	13	0	13
	Non-Migrant	841	830	1	16	72	11	0	11
6	Female	451	448	1	23	71	6	0	6
	Male	428	423	1	25	65	8	0	9
	Native American	877	869	1	24	68	7	0	7
	SPED	162	158	2	48	50	0	0	0
	Gifted	52	52	0	4	65	31	0	31
	Non-SPED/gifted	665	661	1	20	73	7	0	7
	Title1	826	818	1	25	67	7	0	7
	Non-Title1	53	53	0	9	83	8	0	8
	Bilingual Education	338	334	1	27	64	8	0	8
	Low SES	833	826	1	24	68	7	0	7
	Current ELL	548	542	1	29	65	5	0	5
	Exited ELL	80	80	0	5	81	13	1	14
	Never ELL	251	249	1	18	71	10	0	10
	Non-Migrant	879	871	1	24	68	7	0	7
7	Female	385	383	1	40	54	5	0	5
	Male	370	366	1	38	58	4	0	4
	Native American	751	745	1	39	56	5	0	5
	SPED	122	119	2	66	30	1	0	1
	Gifted	52	52	0	10	75	15	0	15
	Non-SPED/gifted	582	579	1	36	59	4	0	4
	Title1	725	719	1	40	55	5	0	5
	Non-Title1	31	31	0	16	77	6	0	6
	Bilingual Education	267	263	1	43	52	3	0	3

Grade	Group	No. of Students Tested	No. of Students Tested with Valid Scores	No Score	PL1	PL2	PL3	PL4	PL3 + PL4
	Low SES	698	692	1	38	57	5	0	5
	High SES	30	30	0	43	50	7	0	7
	Current ELL	468	463	1	44	53	2	0	2
	Exited ELL	30	30	0	17	83	0	0	0
	Never ELL	258	257	0	31	58	10	0	10
	Non-Migrant	756	750	1	39	56	5	0	5
8	Female	423	421	0	28	67	4	0	4
	Male	357	345	3	25	64	7	0	7
	Native American	779	765	2	27	66	6	0	6
	SPED	138	131	5	49	45	1	0	1
	Gifted	48	48	0	13	73	15	0	15
	Non-SPED/gifted	594	587	1	23	70	6	0	6
	Title1	763	751	2	27	66	5	0	5
	Bilingual Education	266	262	2	32	64	3	0	3
	Low SES	740	727	2	27	66	6	0	6
	Current ELL	488	481	1	32	62	4	0	4
	Never ELL	267	260	3	17	72	8	0	8
	Non-Migrant	780	766	2	27	66	6	0	6
9	Female	290	288	1	13	69	18	0	18
	Male	255	248	3	16	64	17	0	17
	Native American	544	535	2	14	66	18	0	18
	SPED	97	97	0	47	52	1	0	1
	Gifted	36	36	0	3	56	42	0	42
	Non-SPED/gifted	412	403	2	8	71	19	0	19
	Title1	544	535	2	14	67	17	0	17
	Bilingual Education	78	77	1	13	53	33	0	33
	Low SES	529	520	2	14	67	18	0	18
	Current ELL	271	268	1	21	71	7	0	7
	Never ELL	271	265	2	8	62	28	0	28
	Non-Migrant	545	536	2	14	66	18	0	18

Appendix E. Interrater Reliability (Agreement)

Note. “Item No.” in this appendix is the item sequence number in the test booklet and “Ncount” represents the number of students who have both regular score and check score.

Table E.1 Interrater Agreement (English Math)

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
English Mathematics Grade 3							
21	3167182	SA	2289	77.94%	20.75%	1.31%	0.75
22	3173790	SA	2289	83.31%	15.73%	0.96%	0.77
26	3263387	SA	2289	90.61%	8.43%	0.96%	0.73
32	3179969	SA	2289	78.68%	20.88%	0.44%	0.68
33	3174316	SA	2289	94.01%	5.46%	0.52%	0.86
36	3173968	SA	2289	78.94%	20.31%	0.74%	0.71
39	3263430	OE	2289	61.51%	32.37%	6.12%	0.73
40	3329945	SA	2289	81.96%	17.26%	0.79%	0.77
42	3180035	SA	2276	91.12%	8.70%	0.18%	0.88
43	3180033	OE	2276	66.65%	25.13%	8.22%	0.72
47	3332168	SA	2276	97.63%	2.24%	0.13%	0.92
53	3173955	SA	2276	80.14%	18.50%	1.36%	0.76
58	3262980	SA	2276	93.28%	5.36%	1.36%	0.82
59	3263259	SA	2276	91.08%	8.48%	0.44%	0.90
63	3263375	SA	2276	93.76%	5.93%	0.31%	0.86
64	3263113	SA	2276	86.86%	12.61%	0.53%	0.81
English Mathematics Grade 4							
21	3180352	SA	2318	90.47%	9.32%	0.22%	0.79
25	3166745	SA	2318	90.55%	9.32%	0.13%	0.89
26	3263435	OE	2318	80.50%	18.16%	1.34%	0.77
29	3263244	SA	2318	93.57%	6.38%	0.04%	0.88
32	3178873	SA	2318	89.99%	9.97%	0.04%	0.83
33	3166737	SA	2318	94.65%	5.22%	0.13%	0.88
36	3180238	SA	2318	95.86%	4.01%	0.13%	0.81
37	3181104	SA	2318	84.34%	15.49%	0.17%	0.83
39	3173399	SA	2304	87.11%	11.72%	1.17%	0.84
42	3263281	SA	2304	89.32%	10.24%	0.43%	0.86
47	3263014	SA	2304	87.24%	12.41%	0.35%	0.72
48	3178893	SA	2304	91.75%	6.55%	1.69%	0.90
55	3181075	OE	2304	75.22%	22.83%	1.95%	0.81
59	3263015	SA	2304	93.66%	5.95%	0.39%	0.90
60	3322909	SA	2304	96.48%	3.17%	0.35%	0.83
64	3263022	SA	2304	92.53%	7.29%	0.17%	0.92
65	3167381	SA	2304	82.16%	17.62%	0.22%	0.75
English Mathematics Grade 5							
21	3263451	SA	2442	80.75%	18.51%	0.74%	0.78
22	3263000	SA	2442	94.14%	5.86%	0.00%	0.90
25	3262990	SA	2442	90.17%	9.42%	0.41%	0.78
26	3178182	OE	2442	73.30%	23.75%	2.95%	0.74
30	3263460	SA	2442	88.45%	10.61%	0.94%	0.78

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
33	3178200	SA	2442	89.89%	10.07%	0.04%	0.83
38	3263220	SA	2442	90.13%	8.72%	1.15%	0.81
42	3263434	OE	2442	84.44%	13.35%	2.21%	0.78
43	3180563	SA	2442	86.08%	13.88%	0.04%	0.82
49	3178205	SA	2351	95.53%	4.38%	0.09%	0.90
50	3177948	SA	2351	91.03%	8.00%	0.98%	0.89
54	3167918	SA	2351	78.22%	20.67%	1.11%	0.74
55	3180568	SA	2351	92.34%	7.27%	0.38%	0.91
59	3263227	SA	2351	93.45%	6.17%	0.38%	0.92
60	3168227	OE	2351	73.37%	22.37%	4.25%	0.60
64	3332802	SA	2351	94.26%	4.85%	0.89%	0.79
65	3323959	SA	2351	83.33%	15.44%	1.23%	0.75
69	3173861	SA	2351	91.41%	8.17%	0.43%	0.89
70	3167227	SA	2351	92.13%	7.61%	0.26%	0.88
English Mathematics Grade 6							
21	3291349	SA	2288	87.85%	11.89%	0.26%	0.81
22	3177996	SA	2288	78.93%	19.14%	1.92%	0.76
27	3172802	OE	2288	64.60%	30.11%	5.29%	0.66
31	3264974	SA	2288	87.98%	11.41%	0.61%	0.77
32	3265024	SA	2288	86.63%	13.11%	0.26%	0.82
36	3167473	SA	2288	92.44%	7.43%	0.13%	0.68
41	3265036	SA	2288	89.42%	9.44%	1.14%	0.87
43	3264968	SA	2288	96.15%	3.50%	0.35%	0.92
45	3167602	OE	2288	68.66%	27.93%	3.41%	0.71
46	3323956	SA	2288	87.11%	12.33%	0.57%	0.82
52	3321889	SA	2288	85.80%	12.59%	1.62%	0.84
53	3265076	SA	2288	79.68%	16.83%	3.50%	0.49
58	3265037	SA	2288	82.26%	16.70%	1.05%	0.80
62	3284444	SA	2288	82.74%	16.56%	0.70%	0.68
63	3173298	OE	2288	67.00%	28.93%	4.06%	0.66
67	3173266	SA	2288	77.88%	19.27%	2.84%	0.63
68	3321894	SA	2288	73.38%	25.04%	1.57%	0.62
72	3169149	SA	2288	80.33%	18.44%	1.22%	0.75
73	3265026	SA	2288	91.26%	8.09%	0.66%	0.87
English Mathematics Grade 7							
21	3322865	SA	2065	81.36%	17.72%	0.92%	0.72
22	3262274	SA	2065	94.53%	5.23%	0.24%	0.86
25	3323964	SA	2065	93.17%	6.30%	0.53%	0.71
26	3167589	OE	2065	54.04%	36.17%	9.78%	0.58
29	3322753	SA	2065	91.91%	7.41%	0.68%	0.84
30	3180544	OE	2065	84.94%	12.25%	2.81%	0.86
33	3262142	SA	2065	88.43%	11.38%	0.19%	0.73
38	3277069	SA	2065	89.83%	10.02%	0.15%	0.82
41	3180587	SA	2065	83.15%	15.11%	1.74%	0.75
42	3174653	OE	2320	69.83%	24.09%	6.08%	0.51
44	3277067	SA	2320	91.12%	8.53%	0.34%	0.89
50	3323977	SA	2320	91.47%	8.41%	0.13%	0.90

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
54	3322808	SA	2320	94.18%	5.60%	0.22%	0.91
55	3262158	SA	2320	82.11%	16.98%	0.91%	0.76
59	3322895	SA	2320	95.09%	4.70%	0.22%	0.93
60	3180126	OE	2320	75.86%	20.99%	3.15%	0.78
64	3262198	SA	2320	86.38%	13.15%	0.47%	0.78
65	3173300	SA	2320	92.50%	7.46%	0.04%	0.87
70	3262138	SA	2320	92.07%	7.54%	0.39%	0.77
English Mathematics Grade 8							
21	3330026	SA	2311	95.33%	4.63%	0.04%	0.92
22	3174104	SA	2311	87.75%	11.64%	0.61%	0.85
25	3169947	SA	2311	95.46%	4.07%	0.48%	0.83
26	3174151	OE	2311	73.43%	22.63%	3.94%	0.83
29	3330037	SA	2311	91.39%	7.62%	1.00%	0.70
33	3174165	SA	2311	94.42%	5.58%	0.00%	0.89
37	3174077	OE	2311	66.38%	28.73%	4.89%	0.72
38	3167689	SA	2311	98.57%	1.38%	0.04%	0.94
41	3263743	SA	2311	91.78%	8.09%	0.13%	0.90
42	3178083	OE	1895	84.12%	12.88%	3.01%	0.85
44	3263655	SA	1895	95.51%	4.33%	0.16%	0.77
49	3323285	SA	1895	92.40%	7.23%	0.37%	0.82
50	3324063	SA	1895	91.03%	6.17%	2.80%	0.77
57	3277094	SA	1895	93.09%	6.49%	0.42%	0.87
61	3330065	SA	1895	88.97%	10.71%	0.32%	0.84
62	3174139	OE	1895	69.50%	27.28%	3.22%	0.76
66	3174113	SA	1895	85.70%	14.14%	0.16%	0.84
67	3174088	SA	1895	87.28%	11.72%	1.00%	0.86
72	3167680	SA	1895	85.70%	12.77%	1.53%	0.79
English Mathematics Grade 9							
21	3323470	SA	2017	94.79%	4.66%	0.55%	0.89
25	3183382	OE	2017	83.89%	14.08%	2.03%	0.84
28	3323484	SA	2017	87.85%	10.86%	1.29%	0.82
29	3183201	OE	2017	84.63%	14.68%	0.69%	0.84
30	3323935	SA	2017	89.84%	10.06%	0.10%	0.84
34	3323304	SA	2017	92.32%	7.49%	0.20%	0.80
35	3178507	SA	2017	92.76%	7.04%	0.20%	0.90
38	3323440	SA	2017	91.08%	8.63%	0.30%	0.82
41	3323421	SA	2017	92.96%	6.64%	0.40%	0.85
47	3323487	SA	1884	78.87%	20.70%	0.42%	0.75
48	3183380	OE	1884	78.34%	19.69%	1.96%	0.83
55	3323932	SA	1884	89.38%	10.24%	0.37%	0.84
59	3323478	SA	1884	93.52%	6.42%	0.05%	0.91
60	3229163	OE	1884	86.84%	12.10%	1.06%	0.81
64	3178833	SA	1884	82.80%	15.66%	1.54%	0.77
65	3323443	SA	1884	89.76%	7.06%	3.18%	0.77
69	3323648	SA	1884	81.85%	17.04%	1.11%	0.79
70	3174525	SA	1884	80.73%	18.68%	0.58%	0.77

Table E.2 Interrater Agreement (English Reading)

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
English Reading Grade 3							
22	3331573	SA	2423	92.86%	7.02%	0.12%	0.92
25	3331572	SA	2423	72.76%	22.45%	4.79%	0.53
27	3175471	OE	2423	58.61%	34.13%	7.26%	0.67
29	3337875	SA	2423	71.19%	27.94%	0.87%	0.57
32	3337889	SA	2423	68.30%	30.50%	1.20%	0.57
34	3337878	OE	2423	55.67%	39.00%	5.32%	0.57
43	3331569	SA	2345	74.12%	25.37%	0.51%	0.67
45	3331568	SA	2345	77.70%	21.19%	1.11%	0.69
47	3183297	OE	2345	87.51%	11.17%	1.32%	0.92
49	3336879	SA	2345	82.09%	17.27%	0.64%	0.62
52	3336958	SA	2345	77.23%	21.71%	1.07%	0.59
54	3336962	OE	2345	63.84%	32.24%	3.92%	0.66
English Reading Grade 4							
22	3332490	SA	2415	93.08%	6.50%	0.41%	0.92
25	3332491	SA	2415	75.90%	22.44%	1.66%	0.60
27	3183373	OE	2415	58.63%	37.47%	3.89%	0.58
29	3339560	SA	2415	74.49%	24.35%	1.16%	0.57
32	3339555	SA	2415	80.62%	18.92%	0.46%	0.74
34	3339559	OE	2415	67.25%	29.98%	2.77%	0.66
43	3332495	SA	2642	79.45%	19.15%	1.40%	0.74
45	3332494	SA	2642	89.14%	9.20%	1.67%	0.86
47	3183371	OE	2642	66.09%	31.34%	2.57%	0.67
49	3339095	SA	2642	80.92%	17.98%	1.10%	0.69
52	3339097	SA	2642	75.89%	22.18%	1.93%	0.65
54	3339099	OE	2642	57.95%	38.72%	3.33%	0.57
English Reading Grade 5							
22	3332872	SA	2661	78.02%	21.27%	0.71%	0.57
25	3332873	SA	2661	65.01%	30.74%	4.25%	0.51
27	3180751	OE	2661	57.80%	34.69%	7.52%	0.58
29	3335909	SA	2661	74.48%	23.19%	2.33%	0.63
32	3335908	SA	2661	77.15%	15.33%	7.52%	0.66
34	3335912	OE	2661	59.11%	35.89%	5.00%	0.53
43	3332875	SA	2561	74.74%	24.44%	0.82%	0.62
47	3332876	SA	2561	66.54%	31.86%	1.60%	0.51
49	3175226	OE	2561	68.96%	27.22%	3.83%	0.46
51	3336432	SA	2561	88.13%	11.44%	0.43%	0.78
55	3334974	SA	2561	89.46%	10.43%	0.12%	0.76
57	3334967	OE	2561	60.91%	36.20%	2.89%	0.56
English Reading Grade 6							
22	3331841	SA	2632	86.85%	12.54%	0.61%	0.81
25	3331848	SA	2632	75.08%	24.39%	0.53%	0.58
27	3193997	OE	2632	53.08%	41.30%	5.62%	0.50
29	3334270	SA	2632	81.00%	18.16%	0.84%	0.76
32	3334271	SA	2632	79.33%	18.35%	2.32%	0.75
34	3334266	OE	2632	47.83%	41.64%	10.52%	0.50

42	3331858	SA	2517	97.89%	0.99%	1.11%	0.90
45	3331863	SA	2517	98.49%	0.72%	0.79%	0.96
49	3176410	OE	2517	64.16%	33.09%	2.74%	0.63
50	3334273	SA	2517	78.63%	19.86%	1.51%	0.62
54	3334275	SA	2517	84.98%	14.34%	0.68%	0.81
57	3334268	OE	2517	71.71%	27.14%	1.15%	0.69
English Reading Grade 7							
25	3334315	SA	2601	86.31%	13.34%	0.35%	0.82
27	3334316	SA	2601	76.12%	23.26%	0.62%	0.66
28	3334309	OE	2601	60.32%	34.03%	5.65%	0.57
30	3332632	SA	2601	74.89%	24.18%	0.92%	0.55
33	3332637	SA	2601	63.67%	32.72%	3.61%	0.47
36	3177339	OE	2601	59.17%	38.49%	2.35%	0.54
46	3332339	SA	2512	90.68%	8.60%	0.72%	0.77
50	3332338	SA	2512	76.23%	22.17%	1.59%	0.54
52	3181031	OE	2512	53.70%	41.40%	4.90%	0.48
54	3337872	SA	2512	64.49%	34.00%	1.51%	0.50
58	3337870	SA	2512	67.20%	30.97%	1.83%	0.58
61	3338006	OE	2512	55.49%	39.57%	4.94%	0.48
English Reading Grade 8							
22	3333020	SA	2552	64.66%	32.72%	2.63%	0.51
26	3333022	SA	2552	66.93%	29.08%	4.00%	0.50
28	3177331	OE	2552	53.10%	37.54%	9.37%	0.50
31	3333018	SA	2552	65.52%	31.07%	3.41%	0.53
34	3333019	SA	2552	77.70%	16.73%	5.56%	0.51
37	3180748	OE	2552	59.37%	36.83%	3.80%	0.55
48	3333741	SA	2287	83.21%	15.30%	1.49%	0.73
51	3333738	SA	2287	69.09%	28.47%	2.45%	0.56
54	3333733	OE	2287	55.53%	36.82%	7.65%	0.46
57	3333813	SA	2287	67.73%	29.78%	2.49%	0.60
60	3333815	SA	2287	70.31%	25.89%	3.80%	0.46
63	3333804	OE	2287	57.11%	37.95%	4.94%	0.49
English Reading Grade 9							
23	3333392	SA	2645	64.65%	32.82%	2.53%	0.53
25	3333393	SA	2645	54.22%	41.10%	4.69%	0.37
28	3204090	OE	2645	65.60%	32.14%	2.27%	0.55
31	3333818	SA	2645	69.57%	27.79%	2.65%	0.59
34	3333768	SA	2645	58.56%	38.07%	3.36%	0.45
37	3333805	OE	2645	61.74%	35.77%	2.50%	0.55
48	3333389	SA	2462	63.93%	34.40%	1.67%	0.39
51	3333388	SA	2462	63.73%	33.87%	2.40%	0.43
54	3204094	OE	2462	58.98%	33.43%	7.60%	0.49
57	3340112	SA	2462	73.31%	17.95%	8.73%	0.50
59	3340538	SA	2462	69.94%	28.80%	1.26%	0.63
62	3340511	OE	2462	62.06%	29.81%	8.12%	0.49

Table E.3 Interrater Agreement (English Science)

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
English Science Grade 3							
21	3332856	SA	2449	85.22%	14.54%	0.24%	0.81
22	3179028	OE	2449	70.15%	24.62%	5.23%	0.63
23	3332857	SA	2449	82.97%	16.33%	0.69%	0.78
24	3332859	SA	2449	90.24%	9.23%	0.53%	0.85
25	3332860	SA	2449	85.06%	14.17%	0.78%	0.82
37	3332871	SA	2449	81.22%	18.25%	0.53%	0.77
38	3332862	SA	2449	94.98%	4.37%	0.65%	0.87
57	3332867	SA	2449	85.59%	12.29%	2.12%	0.64
58	3332869	SA	2449	86.24%	12.62%	1.14%	0.82
59	3177349	OE	2449	63.05%	31.77%	5.19%	0.63
English Science Grade 4							
21	3332927	SA	2314	94.08%	5.88%	0.04%	0.88
22	3177391	OE	2314	66.08%	29.82%	4.11%	0.65
23	3332838	SA	2314	90.92%	8.56%	0.52%	0.74
24	3332854	SA	2314	83.75%	14.95%	1.30%	0.76
25	3332851	SA	2314	80.64%	18.15%	1.21%	0.52
37	3332850	SA	2314	84.75%	14.39%	0.86%	0.81
38	3332830	SA	2314	77.92%	21.78%	0.30%	0.62
45	3332928	SA	2314	82.20%	17.46%	0.35%	0.66
57	3332849	SA	2314	82.97%	16.38%	0.65%	0.75
58	3171557	OE	2314	74.55%	20.31%	5.14%	0.80
English Science Grade 5							
22	3260572	OE	2295	85.93%	12.42%	1.66%	0.90
23	3332946	SA	2295	95.56%	4.40%	0.04%	0.94
24	3332945	SA	2295	89.85%	9.63%	0.52%	0.87
37	3332949	SA	2295	90.41%	6.88%	2.70%	0.87
42	3332951	SA	2295	80.65%	18.87%	0.48%	0.68
48	3332947	SA	2295	76.38%	23.09%	0.52%	0.67
49	3332944	SA	2295	87.28%	12.51%	0.22%	0.83
63	3176169	OE	2295	71.46%	22.40%	6.14%	0.72
65	3171799	OE	2295	74.60%	21.87%	3.53%	0.76
66	3333037	SA	2295	94.95%	4.97%	0.09%	0.75
English Science Grade 6							
21	3333016	SA	2418	90.98%	7.24%	1.78%	0.88
23	3176896	SA	2418	81.89%	16.67%	1.45%	0.66
26	3332638	SA	2418	94.38%	5.05%	0.58%	0.84
39	3332631	SA	2418	78.54%	18.82%	2.65%	0.74
43	3176935	OE	2418	82.88%	14.76%	2.36%	0.81
46	3172721	SA	2418	78.41%	20.43%	1.16%	0.70
49	3176840	OE	2418	71.17%	24.94%	3.89%	0.72
54	3333015	SA	2418	91.85%	7.98%	0.17%	0.80
61	3332626	SA	2418	91.89%	7.82%	0.29%	0.87
English Science Grade 7							
21	3332679	SA	2167	90.86%	9.04%	0.09%	0.87
23	3332649	SA	2167	92.57%	7.20%	0.23%	0.69

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
27	3332660	SA	2167	90.68%	9.23%	0.09%	0.59
31	3172499	OE	2167	75.87%	22.20%	1.94%	0.79
34	3323955	SA	2167	88.83%	9.41%	1.75%	0.87
41	3264585	OE	2167	57.36%	33.78%	8.86%	0.55
45	3332673	SA	2167	91.97%	7.25%	0.78%	0.74
56	3323417	SA	2167	92.11%	7.66%	0.23%	0.87
60	3175604	OE	2167	67.37%	27.92%	4.71%	0.68
66	3332681	SA	2167	91.69%	7.94%	0.37%	0.88
English Science Grade 8							
21	3332831	SA	2405	89.11%	10.60%	0.29%	0.76
22	3179051	OE	2405	66.90%	27.78%	5.32%	0.66
23	3332826	SA	2405	91.35%	8.48%	0.17%	0.89
34	3172062	SA	2405	87.73%	11.85%	0.42%	0.82
39	3332816	SA	2405	79.46%	19.63%	0.91%	0.65
43	3179049	OE	2405	68.19%	28.23%	3.58%	0.67
50	3172171	OE	2405	47.82%	38.59%	13.60%	0.53
56	3177761	SA	2405	63.99%	32.39%	3.62%	0.53
61	3172789	OE	2405	58.71%	33.64%	7.65%	0.46
64	3171883	SA	2405	80.91%	18.59%	0.50%	0.73
English Science Grade 9							
21	3332810	SA	2105	93.54%	6.32%	0.14%	0.87
22	3176192	OE	2105	71.31%	22.28%	6.41%	0.60
23	3332807	SA	2105	83.94%	15.15%	0.90%	0.54
30	3172885	OE	2105	69.74%	28.41%	1.85%	0.78
34	3332811	SA	2105	81.76%	17.81%	0.43%	0.68
37	3176168	OE	2105	65.80%	23.42%	10.78%	0.63
41	3332815	SA	2105	80.57%	18.62%	0.81%	0.74
47	3332827	SA	2105	74.06%	25.70%	0.24%	0.52
59	3172370	OE	2105	69.36%	27.17%	3.47%	0.74
61	3332804	SA	2105	84.23%	15.06%	0.71%	0.75

Table E.4 Interrater Agreement (Spanish Math)

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
Spanish Mathematics Grade 3							
21	3332997	SA	192	92.71%	6.77%	0.52%	0.91
22	3333014	SA	192	96.88%	3.13%	0.00%	0.95
26	3333004	SA	192	98.44%	1.56%	0.00%	0.95
32	3332894	SA	192	87.50%	10.42%	2.08%	0.80
33	3333012	SA	192	96.88%	3.13%	0.00%	0.93
36	3332955	SA	192	93.23%	5.73%	1.04%	0.90
39	3287040	OE	192	87.50%	12.50%	0.00%	0.91
40	3333021	SA	192	92.71%	7.29%	0.00%	0.87
42	3333013	SA	196	92.86%	7.14%	0.00%	0.91
43	3184484	OE	196	70.41%	25.00%	4.59%	0.77
47	3334706	SA	196	100.00%	0.00%	0.00%	1.00

53	3332952	SA	196	87.24%	12.24%	0.51%	0.83
58	3332956	SA	196	97.96%	2.04%	0.00%	0.90
59	3332915	SA	196	95.92%	3.06%	1.02%	0.94
63	3332888	SA	196	97.45%	2.55%	0.00%	0.89
64	3332950	SA	196	89.29%	10.71%	0.00%	0.84
Spanish Mathematics Grade 4							
21	3333041	SA	141	97.87%	1.42%	0.71%	0.91
25	3333026	SA	141	90.07%	9.93%	0.00%	0.87
26	3302592	OE	141	86.52%	12.77%	0.71%	0.75
29	3333234	SA	141	94.33%	5.67%	0.00%	0.92
32	3333145	SA	141	96.45%	3.55%	0.00%	0.92
33	3333237	SA	141	98.58%	1.42%	0.00%	0.94
36	3333045	SA	141	99.29%	0.71%	0.00%	0.96
37	3333040	SA	141	90.07%	9.93%	0.00%	0.88
39	3333036	SA	157	89.81%	10.19%	0.00%	0.85
42	3333033	SA	157	92.99%	7.01%	0.00%	0.92
47	3333042	SA	157	94.27%	5.73%	0.00%	0.82
48	3333035	SA	157	93.63%	4.46%	1.91%	0.91
55	3189135	OE	157	80.25%	18.47%	1.27%	0.86
59	3333046	SA	157	98.09%	1.27%	0.64%	0.91
60	3333236	SA	157	98.09%	1.91%	0.00%	0.79
64	3333039	SA	157	96.18%	3.18%	0.64%	0.95
65	3360980	SA	157	91.08%	8.28%	0.64%	0.67
Spanish Mathematics Grade 5							
21	3333548	SA	87	93.10%	5.75%	1.15%	0.92
22	3333560	SA	87	88.51%	11.49%	0.00%	0.75
25	3333541	SA	87	97.70%	2.30%	0.00%	0.95
26	3190213	OE	87	64.37%	29.89%	5.75%	0.62
30	3333559	SA	87	94.25%	5.75%	0.00%	0.88
33	3333549	SA	87	94.25%	5.75%	0.00%	0.89
38	3460707	SA	87	91.95%	8.05%	0.00%	0.80
42	3287743	OE	87	83.91%	12.64%	3.45%	0.79
43	3333551	SA	87	87.36%	12.64%	0.00%	0.81
49	3333550	SA	83	98.80%	1.20%	0.00%	0.96
50	3333557	SA	83	93.98%	6.02%	0.00%	0.89
54	3333544	SA	83	83.13%	15.66%	1.20%	0.73
55	3460715	SA	83	97.59%	1.20%	1.20%	0.95
59	3333552	SA	83	93.98%	4.82%	1.20%	0.92
60	3190211	OE	83	89.16%	9.64%	1.20%	0.82
64	3334886	SA	83	97.59%	2.41%	0.00%	0.87
65	3333558	SA	83	96.39%	2.41%	1.20%	0.88
69	3333547	SA	83	91.57%	8.43%	0.00%	0.85
70	3333542	SA	83	96.39%	3.61%	0.00%	0.89
Spanish Mathematics Grade 6							
21	3340818	SA	66	95.45%	4.55%	0.00%	0.64
22	3326068	SA	66	87.88%	9.09%	3.03%	0.81
27	3190228	OE	66	80.30%	18.18%	1.52%	0.82
31	3326084	SA	66	98.48%	1.52%	0.00%	0.88
32	3326069	SA	66	90.91%	7.58%	1.52%	0.59

36	3326079	SA	66	96.97%	3.03%	0.00%	0.82
41	3326080	SA	66	93.94%	6.06%	0.00%	0.85
43	3326076	SA	66	100.00%	0.00%	0.00%	1.00
45	3190225	OE	66	83.33%	12.12%	4.55%	0.70
46	3326087	SA	68	97.06%	2.94%	0.00%	0.92
52	3326073	SA	68	89.71%	8.82%	1.47%	0.81
53	3326077	SA	68	83.82%	16.18%	0.00%	0.22
58	3326081	SA	68	91.18%	8.82%	0.00%	0.88
62	3326074	SA	68	91.18%	8.82%	0.00%	0.54
63	3190231	OE	68	86.76%	13.24%	0.00%	0.83
67	3326070	SA	68	94.12%	5.88%	0.00%	0.70
68	3326078	SA	68	94.12%	5.88%	0.00%	0.88
72	3326072	SA	68	80.88%	19.12%	0.00%	0.64
73	3326071	SA	68	100.00%	0.00%	0.00%	1.00
Spanish Mathematics Grade 7							
21	3326093	SA	59	88.14%	11.86%	0.00%	0.76
22	3326095	SA	59	98.31%	1.69%	0.00%	0.88
25	3326106	SA	59	96.61%	3.39%	0.00%	0.49
26	3191057	OE	59	66.10%	32.20%	1.69%	0.61
29	3326092	SA	59	98.31%	1.69%	0.00%	0.90
30	3190297	OE	59	89.83%	10.17%	0.00%	0.81
33	3326097	SA	59	93.22%	6.78%	0.00%	0.73
38	3326089	SA	59	93.22%	6.78%	0.00%	-0.04
41	3326102	SA	59	89.83%	10.17%	0.00%	0.76
42	3190306	OE	69	55.07%	36.23%	8.70%	0.30
44	3326094	SA	69	86.96%	13.04%	0.00%	0.72
50	3326107	SA	69	89.86%	10.14%	0.00%	0.78
54	3326105	SA	69	92.75%	7.25%	0.00%	0.87
55	3326091	SA	69	81.16%	17.39%	1.45%	0.57
59	3326096	SA	69	84.06%	15.94%	0.00%	0.52
60	3190301	OE	69	63.77%	30.43%	5.80%	0.51
64	3326104	SA	69	85.51%	13.04%	1.45%	0.60
65	3326098	SA	69	85.51%	14.49%	0.00%	0.72
Spanish Mathematics Grade 8							
21	3341076	SA	65	93.85%	6.15%	0.00%	0.89
22	3326110	SA	65	80.00%	16.92%	3.08%	0.75
25	3326127	SA	65	95.38%	3.08%	1.54%	0.86
26	3190320	OE	65	61.54%	35.38%	3.08%	0.69
29	3341086	SA	65	95.38%	3.08%	1.54%	0.75
33	3326115	SA	65	83.08%	16.92%	0.00%	0.53
37	3190324	OE	65	70.77%	27.69%	1.54%	0.64
38	3326124	SA	65	89.23%	10.77%	0.00%	0.53
41	3326120	SA	65	95.38%	4.62%	0.00%	0.93
42	3190317	OE	47	72.34%	27.66%	0.00%	0.73
44	3326125	SA	47	97.87%	2.13%	0.00%	0.79
49	3326112	SA	47	91.49%	8.51%	0.00%	0.84
50	3326117	SA	47	97.87%	0.00%	2.13%	0.84
57	3326114	SA	47	91.49%	8.51%	0.00%	0.46
61	3341090	SA	47	95.74%	4.26%	0.00%	0.87

62	3190319	OE	47	65.96%	31.91%	2.13%	0.61
66	3326111	SA	47	82.98%	17.02%	0.00%	0.79
67	3326118	SA	47	95.74%	4.26%	0.00%	0.94
72	3326121	SA	47	95.74%	4.26%	0.00%	0.93
Spanish Mathematics Grade 9							
21	3326135	SA	44	86.36%	13.64%	0.00%	0.45
25	3217756	OE	44	95.45%	2.27%	2.27%	0.77
28	3326132	SA	44	90.91%	9.09%	0.00%	0.67
29	3217334	OE	44	95.45%	4.55%	0.00%	0.85
30	3308033	SA	44	97.73%	2.27%	0.00%	0.91
34	3308031	SA	44	97.73%	2.27%	0.00%	0.88
35	3308035	SA	44	95.45%	4.55%	0.00%	0.73
38	3308026	SA	44	86.36%	13.64%	0.00%	0.71
41	3308025	SA	44	97.73%	2.27%	0.00%	0.94
47	3326134	SA	48	91.67%	8.33%	0.00%	0.88
48	3217709	OE	48	100.00%	0.00%	0.00%	1.00
55	3326129	SA	48	100.00%	0.00%	0.00%	1.00
59	3361008	SA	48	100.00%	0.00%	0.00%	1.00
60	3308010	OE	48	100.00%	0.00%	0.00%	1.00
64	3326130	SA	48	97.92%	2.08%	0.00%	0.98
65	3308028	SA	48	97.92%	2.08%	0.00%	0.93
69	3308037	SA	48	97.92%	2.08%	0.00%	0.96
70	3308029	SA	48	97.92%	2.08%	0.00%	0.96

Table E.5 Interrater Agreement (Spanish Reading)

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
Spanish Reading Grade 3							
22	3336866	SA	180	71.11%	27.78%	1.11%	0.67
25	3336963	SA	180	76.11%	21.67%	2.22%	0.71
27	3188131	OE	180	60.56%	34.44%	5.00%	0.59
29	3336970	SA	180	75.56%	22.22%	2.22%	0.70
31	3336982	SA	180	68.33%	31.11%	0.56%	0.53
33	3188132	OE	180	59.44%	35.00%	5.56%	0.56
42	3336988	SA	210	81.43%	18.10%	0.48%	0.75
45	3336991	SA	210	77.62%	20.95%	1.43%	0.68
47	3188066	OE	210	68.10%	31.43%	0.48%	0.75
49	3351329	SA	210	90.48%	9.52%	0.00%	0.55
52	3269112	OE	210	78.57%	19.52%	1.90%	0.78
54	3351301	SA	210	84.76%	15.24%	0.00%	0.78
Spanish Reading Grade 4							
22	3351429	SA	154	85.06%	14.29%	0.65%	0.83
25	3351430	SA	154	85.06%	14.29%	0.65%	0.79
27	3281248	OE	154	73.38%	24.03%	2.60%	0.79
29	3340895	SA	154	74.68%	24.68%	0.65%	0.62
32	3340898	SA	154	87.01%	10.39%	2.60%	0.80
34	3189484	OE	154	70.78%	24.68%	4.55%	0.69
43	3340899	SA	213	74.18%	21.60%	4.23%	0.67

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
45	3340901	SA	213	59.15%	36.62%	4.23%	0.44
47	3189486	OE	213	49.77%	39.44%	10.80%	0.34
49	3351441	SA	213	69.01%	26.29%	4.69%	0.61
52	3351442	SA	213	60.09%	39.44%	0.47%	0.36
54	3302355	OE	213	42.25%	45.07%	12.68%	0.34
Spanish Reading Grade 5							
22	3337754	SA	102	91.18%	8.82%	0.00%	0.85
25	3337761	SA	102	83.33%	16.67%	0.00%	0.77
27	3211605	OE	102	83.33%	15.69%	0.98%	0.82
29	3337765	SA	102	88.24%	11.76%	0.00%	0.83
32	3337767	SA	102	87.25%	11.76%	0.98%	0.76
34	3211693	OE	102	91.18%	8.82%	0.00%	0.94
43	3350898	SA	100	83.00%	16.00%	1.00%	0.78
47	3350897	SA	100	91.00%	6.00%	3.00%	0.81
49	3350899	OE	100	72.00%	28.00%	0.00%	0.52
51	3281459	SA	100	94.00%	6.00%	0.00%	0.78
55	3281457	SA	100	95.00%	5.00%	0.00%	0.89
57	3281458	OE	100	85.00%	14.00%	1.00%	0.82
Spanish Reading Grade 6							
22	3336715	SA	83	92.77%	7.23%	0.00%	0.90
25	3336717	SA	83	95.18%	4.82%	0.00%	0.93
27	3212425	OE	83	85.54%	13.25%	1.20%	0.86
29	3351346	SA	83	90.36%	8.43%	1.20%	0.84
32	3351356	SA	83	89.16%	10.84%	0.00%	0.85
34	3351444	OE	83	91.57%	6.02%	2.41%	0.91
42	3336719	SA	73	94.52%	5.48%	0.00%	0.91
45	3336721	SA	73	94.52%	5.48%	0.00%	0.94
49	3336723	OE	73	90.41%	9.59%	0.00%	0.93
50	3336725	SA	73	91.78%	8.22%	0.00%	0.89
54	3336727	SA	73	94.52%	5.48%	0.00%	0.92
57	3336728	OE	73	98.63%	1.37%	0.00%	0.99
Spanish Reading Grade 7							
25	3337375	SA	89	61.80%	33.71%	4.49%	0.52
27	3337406	SA	89	66.29%	32.58%	1.12%	0.58
28	3212680	OE	89	48.31%	43.82%	7.87%	0.61
30	3346938	SA	89	75.28%	23.60%	1.12%	0.69
33	3346939	SA	89	82.02%	16.85%	1.12%	0.77
36	3346937	OE	89	60.67%	37.08%	2.25%	0.70
46	3337435	SA	88	78.41%	19.32%	2.27%	0.66
50	3337448	SA	88	77.27%	19.32%	3.41%	0.65
52	3337450	OE	88	50.00%	36.36%	13.64%	0.48
54	3347341	SA	88	88.64%	11.36%	0.00%	0.73
58	3347342	SA	88	69.32%	26.14%	4.55%	0.59
61	3347338	OE	88	55.68%	28.41%	15.91%	0.55
Spanish Reading Grade 8							
22	3340912	SA	91	63.74%	35.16%	1.10%	0.56
26	3340916	SA	91	47.25%	45.05%	7.69%	0.24

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
28	3212932	OE	91	70.33%	28.57%	1.10%	0.74
31	3341005	SA	91	49.45%	47.25%	3.30%	0.35
34	3341006	SA	91	65.93%	31.87%	2.20%	0.43
37	3212931	OE	91	37.36%	53.85%	8.79%	0.38
48	3351015	SA	84	95.24%	4.76%	0.00%	0.94
51	3351016	SA	84	88.10%	11.90%	0.00%	0.81
54	3351013	OE	84	76.19%	22.62%	1.19%	0.73
57	3281590	SA	84	78.57%	20.24%	1.19%	0.52
60	3281589	SA	84	54.76%	42.86%	2.38%	0.44
63	3281591	OE	84	57.14%	40.48%	2.38%	0.53
Spanish Reading Grade 9							
23	3337704	SA	68	89.71%	8.82%	1.47%	0.87
25	3337708	SA	68	79.41%	20.59%	0.00%	0.66
28	3212748	OE	68	51.47%	42.65%	5.88%	0.33
31	3351347	SA	68	57.35%	36.76%	5.88%	0.41
34	3351348	SA	68	57.35%	42.65%	0.00%	0.30
37	3303238	OE	68	60.29%	30.88%	8.82%	0.61
48	3337723	SA	55	83.64%	16.36%	0.00%	0.83
51	3337726	SA	55	63.64%	34.55%	1.82%	0.56
54	3212807	OE	55	65.45%	29.09%	5.45%	0.62
57	3347884	SA	55	85.45%	14.55%	0.00%	0.84
59	3347886	SA	55	78.18%	21.82%	0.00%	0.75
62	3347882	SA	55	89.09%	9.09%	1.82%	0.80

Table E.6 Interrater Agreement (Spanish Science)

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
Spanish Science Grade 3							
21	3337523	SA	285	90.18%	9.12%	0.70%	0.89
22	3187568	OE	285	71.23%	25.96%	2.81%	0.55
23	3337524	SA	285	79.65%	19.30%	1.05%	0.63
24	3337525	SA	285	87.72%	12.28%	0.00%	0.72
25	3337526	SA	285	84.91%	14.74%	0.35%	0.79
37	3337527	SA	285	68.07%	28.77%	3.16%	0.53
38	3337528	SA	285	95.44%	3.86%	0.70%	0.69
57	3337531	SA	285	88.42%	9.82%	1.75%	0.47
58	3337532	SA	285	87.72%	12.28%	0.00%	0.61
59	3187628	OE	285	62.81%	27.02%	10.18%	0.51
Spanish Science Grade 4							
21	3341109	SA	119	67.23%	27.73%	5.04%	0.54
22	3208699	OE	119	52.94%	19.33%	27.73%	0.43
23	3341104	SA	119	76.47%	10.08%	13.45%	0.26
24	3341106	SA	119	69.75%	21.01%	9.24%	0.56
25	3341107	SA	119	60.50%	17.65%	21.85%	0.18
37	3341108	SA	119	66.39%	20.17%	13.45%	0.39
38	3341102	SA	119	54.62%	36.13%	9.24%	0.36

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
45	3341111	SA	119	47.06%	42.02%	10.92%	0.23
57	3341114	SA	119	68.07%	22.69%	9.24%	0.46
58	3189361	OE	119	49.58%	17.65%	32.77%	0.25
Spanish Science Grade 5							
22	3287816	OE	89	95.51%	3.37%	1.12%	0.93
23	3338136	SA	89	95.51%	4.49%	0.00%	0.93
24	3338139	SA	89	85.39%	14.61%	0.00%	0.81
37	3338137	SA	89	91.01%	6.74%	2.25%	0.82
42	3338138	SA	89	78.65%	21.35%	0.00%	0.54
48	3338246	SA	89	87.64%	12.36%	0.00%	0.51
49	3338135	SA	89	86.52%	13.48%	0.00%	0.85
63	3191538	OE	89	77.53%	16.85%	5.62%	0.39
65	3191534	OE	89	69.66%	24.72%	5.62%	0.78
66	3338250	SA	89	94.38%	5.62%	0.00%	0.53
Spanish Science Grade 6							
21	3340400	SA	69	75.36%	18.84%	5.80%	0.43
23	3340403	SA	69	79.71%	20.29%	0.00%	0.24
26	3340405	SA	69	97.10%	2.90%	0.00%	0.90
39	3340544	SA	69	76.81%	18.84%	4.35%	0.59
43	3191550	OE	69	79.71%	18.84%	1.45%	0.73
46	3340549	SA	69	66.67%	28.99%	4.35%	0.56
49	3211536	OE	69	59.42%	27.54%	13.04%	0.30
54	3340553	SA	69	89.86%	10.14%	0.00%	0.59
61	3340565	SA	69	91.30%	8.70%	0.00%	0.72
Spanish Science Grade 7							
21	3339105	SA	61	88.52%	11.48%	0.00%	0.61
23	3339109	SA	61	80.33%	19.67%	0.00%	0.03
27	3339118	SA	61	86.89%	11.48%	1.64%	0.41
31	3191567	OE	61	80.33%	18.03%	1.64%	0.58
34	3339121	SA	61	85.25%	11.48%	3.28%	0.73
41	3287322	OE	61	62.30%	26.23%	11.48%	0.39
45	3339115	SA	61	96.72%	3.28%	0.00%	0.86
56	3339132	SA	61	75.41%	24.59%	0.00%	0.46
60	3213330	OE	61	55.74%	37.70%	6.56%	0.51
66	3339136	SA	61	80.33%	18.03%	1.64%	0.74
Spanish Science Grade 8							
21	3341668	SA	41	92.68%	7.32%	0.00%	0.78
22	3216295	OE	41	68.29%	31.71%	0.00%	0.75
23	3341675	SA	41	87.80%	12.20%	0.00%	0.78
34	3341696	SA	41	75.61%	24.39%	0.00%	0.66
39	3341723	SA	41	80.49%	19.51%	0.00%	0.61
43	3216322	OE	41	56.10%	34.15%	9.76%	0.62
50	3191603	OE	41	56.10%	29.27%	14.63%	0.53
56	3341734	SA	41	68.29%	31.71%	0.00%	0.48
61	3191608	OE	41	48.78%	39.02%	12.20%	0.36
64	3341741	SA	41	92.68%	7.32%	0.00%	0.90
Spanish Science Grade 9							

Item No.	CID	Item Type	Ncount	Exact	Adjacent	Non-adjacent	Kappa
21	3338025	SA	36	91.67%	8.33%	0.00%	-0.04
22	3191679	OE	36	80.56%	16.67%	2.78%	0.45
23	3338028	SA	36	91.67%	8.33%	0.00%	0.36
30	3216856	OE	36	63.89%	27.78%	8.33%	0.72
34	3338050	SA	36	80.56%	16.67%	2.78%	0.46
37	3191683	OE	36	80.56%	16.67%	2.78%	0.32
41	3338053	SA	36	52.78%	47.22%	0.00%	0.34
47	3338055	SA	36	75.00%	25.00%	0.00%	0.56
59	3191685	OE	36	55.56%	41.67%	2.78%	0.59
61	3338059	SA	36	91.67%	8.33%	0.00%	0.73

Appendix F. Item statistics and IRT Item Location Parameter (Rasch Difficulty) Estimates with Item Fit Measures

Note. The item Number (Item No.) in the tables in Appendix F indicates the item sequence number in the test booklet. Gaps in the sequence are due to the embedded field test items.

Table F.1 Item Statistics for Operational Items (English Grade 3 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2109730	MC	61	0.61	0.40	-0.09	0.01	0.94	0.93
2	2109731	MC	84	0.84	0.44	-1.79	0.02	0.84	0.65
5	2109738	MC	57	0.57	0.35	-0.19	0.01	1.01	1.00
7	2109743	MC	64	0.64	0.37	-0.79	0.02	1.05	1.06
8	2109748	MC	48	0.48	0.24	0.21	0.01	1.11	1.15
9	2109750	MC	74	0.74	0.43	-1.00	0.02	0.87	0.79
10	2109751	MC	61	0.61	0.48	-0.61	0.01	0.95	0.90
11	2109752	MC	77	0.77	0.40	-1.26	0.02	0.89	0.84
12	2109756	MC	56	0.56	0.45	-0.26	0.01	0.93	0.91
13	2109758	MC	72	0.72	0.47	-1.05	0.02	0.89	0.89
15	2109761	MC	50	0.50	0.32	0.12	0.01	1.04	1.06
16	2109763	MC	87	0.87	0.24	-2.05	0.02	1.01	1.05
17	2109764	MC	27	0.27	0.24	1.26	0.02	1.06	1.23
18	2109768	MC	65	0.65	0.36	-0.61	0.01	0.99	0.98
19	2109770	MC	75	0.75	0.46	-0.99	0.02	0.83	0.76
21	3167182	SA	46	0.93	0.56	0.25	0.01	0.92	0.90
22	3173790	SA	25	0.51	0.48	1.08	0.01	0.97	0.99
23	3167083	MC	59	0.59	0.28	-0.32	0.01	1.07	1.09
24	3167011	MC	70	0.70	0.34	-0.88	0.02	1.01	0.97
26	3263387	SA	10	0.21	0.38	1.99	0.01	0.96	0.86
28	3167118	MC	33	0.33	0.19	0.94	0.01	1.12	1.26
29	3167027	MC	71	0.71	0.23	-0.92	0.02	1.09	1.17
30	3166818	MC	53	0.53	0.35	-0.05	0.01	1.01	1.02
31	3174203	MC	31	0.31	0.23	1.04	0.02	1.08	1.25
32	3179969	SA	28	0.55	0.49	1.24	0.01	0.94	0.91
33	3174316	SA	14	0.27	0.37	1.60	0.01	1.03	1.15
34	3166857	MC	29	0.29	0.34	1.15	0.02	0.97	1.10
35	3174257	MC	84	0.84	0.29	-1.79	0.02	0.98	0.96
36	3173968	SA	35	0.70	0.44	0.84	0.01	1.02	1.01
37	3167033	MC	31	0.31	0.24	1.06	0.02	1.07	1.23
39	3263430	OE	46	1.83	0.61	0.30	0.01	1.06	1.06
40	3329945	SA	36	0.72	0.49	0.72	0.01	0.97	0.95
41	3173847	MC	42	0.42	0.26	0.50	0.01	1.08	1.16
42	3180035	SA	46	0.93	0.42	0.30	0.01	1.03	1.03
43	3180033	OE	32	1.29	0.47	0.79	0.01	1.37	1.43
44	3166843	MC	68	0.68	0.47	-0.74	0.02	0.88	0.83
45	3173897	MC	50	0.50	0.28	0.11	0.01	1.08	1.09
47	3332168	SA	7	0.15	0.34	2.32	0.02	0.96	0.80

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
48	3166881	MC	71	0.71	0.36	-0.94	0.02	0.97	0.95
49	3167143	MC	86	0.86	0.27	-1.93	0.02	0.99	1.02
50	3167206	MC	84	0.84	0.22	-1.82	0.02	1.02	1.18
51	3173894	MC	44	0.44	0.29	0.41	0.01	1.06	1.09
52	3173315	MC	61	0.61	0.32	-0.39	0.01	1.04	1.04
53	3173955	SA	62	1.24	0.51	-0.36	0.01	0.97	0.97
55	3174336	MC	47	0.47	0.33	0.26	0.01	1.03	1.04
56	3167015	MC	79	0.79	0.32	-1.42	0.02	0.98	0.98
57	3173543	MC	54	0.54	0.44	-0.08	0.01	0.92	0.92
58	3262980	SA	11	0.21	0.39	1.83	0.01	0.98	0.81
59	3263259	SA	45	0.89	0.55	0.32	0.01	0.94	0.90
61	3174094	MC	47	0.47	0.36	0.26	0.01	1.00	1.00
62	3174325	MC	46	0.46	0.21	0.31	0.01	1.14	1.19
63	3263375	SA	13	0.26	0.39	1.99	0.01	0.98	0.87
64	3263113	SA	22	0.45	0.51	1.22	0.01	0.92	0.83
65	3167003	MC	62	0.62	0.39	-0.48	0.01	0.97	0.94
66	3167119	MC	70	0.70	0.37	-0.87	0.02	0.96	0.94

Table F.2 Item Statistics for Operational Items (English Grade 4 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110172	MC	54	0.54	0.37	0.57	0.01	1.03	1.03
2	2110173	MC	68	0.68	0.36	-0.57	0.02	1.20	1.30
4	2110176	MC	84	0.84	0.36	-1.55	0.02	1.22	1.11
6	2110184	MC	69	0.69	0.41	-0.47	0.02	1.06	1.09
7	2110186	MC	56	0.56	0.44	0.37	0.01	0.96	0.98
8	2110190	MC	39	0.39	0.38	1.24	0.01	0.99	1.03
9	2110191	MC	93	0.93	0.30	-2.25	0.03	0.92	0.67
10	2110193	MC	79	0.79	0.40	-0.86	0.02	0.95	0.86
11	2110194	MC	50	0.50	0.30	0.81	0.01	1.10	1.14
13	2110199	MC	60	0.60	0.42	0.13	0.01	1.00	0.98
15	2110205	MC	70	0.70	0.36	-0.04	0.02	0.95	0.92
16	2110206	MC	54	0.54	0.42	1.03	0.01	1.03	1.03
17	2110208	MC	52	0.52	0.17	1.19	0.01	1.31	1.45
18	2110211	MC	64	0.64	0.46	0.16	0.01	0.90	0.86
19	2110213	MC	74	0.74	0.37	-0.50	0.02	0.98	0.96
20	2110215	MC	66	0.66	0.26	0.21	0.01	1.07	1.10
21	3180352	SA	13	0.26	0.34	2.72	0.01	1.08	1.17
23	3263164	MC	60	0.60	0.29	0.28	0.01	1.10	1.14
24	3178827	MC	69	0.69	0.39	-0.18	0.02	0.98	0.94
25	3166745	SA	57	1.13	0.58	0.46	0.01	0.91	0.90
26	3263435	OE	25	1.01	0.56	2.01	0.01	0.97	0.95
28	3173422	MC	57	0.57	0.38	0.42	0.01	1.01	1.01
29	3263244	SA	48	0.96	0.43	0.89	0.01	0.99	0.99
30	3263287	MC	37	0.37	0.26	1.37	0.01	1.12	1.21
31	3173423	MC	46	0.46	0.22	0.94	0.01	1.17	1.24

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
32	3178873	SA	25	0.51	0.58	2.53	0.01	0.83	0.79
33	3166737	SA	13	0.26	0.43	2.55	0.01	0.96	0.90
34	3178887	MC	60	0.60	0.45	0.26	0.01	0.94	0.92
35	3181097	MC	66	0.66	0.48	-0.04	0.02	0.90	0.86
36	3180238	SA	6	0.11	0.26	3.20	0.02	1.06	1.34
37	3181104	SA	48	0.97	0.63	0.82	0.01	0.85	0.81
38	3263476	MC	92	0.92	0.22	-2.01	0.02	1.00	1.02
39	3173399	SA	33	0.66	0.59	1.41	0.01	0.91	0.84
40	3181087	MC	40	0.40	0.31	1.24	0.01	1.07	1.15
42	3263281	SA	67	1.35	0.48	0.02	0.01	1.04	1.10
43	3167113	MC	38	0.38	0.37	1.33	0.01	1.00	1.07
45	3173393	MC	67	0.67	0.36	-0.06	0.02	1.02	1.00
46	3169931	MC	40	0.40	0.25	1.26	0.01	1.13	1.23
47	3263014	SA	12	0.25	0.45	2.60	0.01	0.91	0.81
48	3178893	SA	51	1.03	0.61	0.71	0.01	0.93	0.89
49	3181094	MC	41	0.41	0.37	1.19	0.01	1.01	1.06
50	3180242	MC	75	0.75	0.30	-0.56	0.02	1.05	1.06
51	3170126	MC	30	0.30	0.36	1.77	0.02	0.98	1.13
52	3173413	MC	54	0.54	0.31	0.58	0.01	1.08	1.13
53	3178894	MC	34	0.34	0.33	1.53	0.02	1.03	1.14
55	3181075	OE	53	2.10	0.61	0.76	0.01	1.03	1.05
56	3167334	MC	44	0.44	0.28	1.06	0.01	1.12	1.16
58	3167067	MC	63	0.63	0.44	0.12	0.01	0.94	0.91
59	3263015	SA	19	0.38	0.53	2.05	0.01	0.89	0.80
60	3322909	SA	6	0.12	0.35	3.05	0.02	0.93	0.70
61	3263075	MC	76	0.76	0.37	-0.62	0.02	0.97	0.93
62	3173418	MC	54	0.54	0.20	0.55	0.01	1.20	1.26
63	3178682	MC	61	0.61	0.24	0.20	0.01	1.14	1.23
64	3263022	SA	55	1.11	0.60	0.54	0.01	0.90	0.88
65	3167381	SA	34	0.67	0.56	1.62	0.01	0.90	0.88
66	3173419	MC	75	0.75	0.28	-0.54	0.02	1.06	1.13
67	3167085	MC	79	0.79	0.45	-0.80	0.02	0.88	0.76

Table F.3 Item Statistics for Operational Items (English Grade 5 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110591	MC	66	0.66	0.29	0.31	0.01	1.10	1.11
2	2110594	MC	32	0.32	0.06	2.00	0.01	1.24	1.39
3	2110595	MC	77	0.77	0.34	-0.51	0.02	1.18	1.15
7	2110606	MC	43	0.43	0.34	1.57	0.01	1.03	1.06
8	2110609	MC	45	0.45	0.36	1.14	0.01	1.03	1.03
9	2110611	MC	56	0.56	0.45	0.83	0.01	0.93	0.92
10	2110612	MC	67	0.67	0.46	0.42	0.01	0.88	0.82
11	2110615	MC	67	0.67	0.35	0.83	0.01	0.95	0.93
12	2110616	MC	74	0.74	0.35	0.05	0.02	0.94	0.92
13	2110621	MC	93	0.93	0.27	-1.64	0.03	0.93	0.69

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
15	2110624	MC	36	0.36	0.35	1.68	0.01	0.98	1.03
16	2110628	MC	54	0.54	0.43	1.33	0.01	0.95	0.95
18	2110630	MC	67	0.67	0.29	0.42	0.01	1.03	1.06
19	2110632	MC	53	0.53	0.44	1.24	0.01	0.94	0.93
20	2110634	MC	44	0.44	0.13	1.90	0.01	1.32	1.47
21	3263451	SA	44	0.88	0.40	1.44	0.01	1.20	1.25
22	3263000	SA	37	0.74	0.34	2.11	0.01	1.08	1.07
24	3178179	MC	18	0.18	0.13	2.93	0.02	1.11	1.58
25	3262990	SA	14	0.27	0.49	2.92	0.01	0.87	0.76
26	3178182	OE	29	1.16	0.57	2.31	0.01	1.02	1.01
27	3288938	MC	49	0.49	0.33	1.27	0.01	1.04	1.06
28	3178101	MC	68	0.68	0.38	0.36	0.01	0.96	0.94
30	3263460	SA	18	0.36	0.34	2.63	0.01	1.17	1.21
31	3167600	MC	34	0.34	0.26	2.00	0.01	1.08	1.18
32	3178112	MC	80	0.80	0.35	-0.37	0.02	0.94	0.90
33	3178200	SA	40	0.80	0.48	1.88	0.01	0.92	0.92
34	3167462	MC	46	0.46	0.45	1.41	0.01	0.93	0.92
35	3180394	MC	76	0.76	0.42	-0.10	0.02	0.90	0.81
36	3180555	MC	76	0.76	0.36	-0.10	0.02	0.96	0.90
38	3263220	SA	18	0.36	0.52	2.50	0.01	0.90	0.77
39	3178161	MC	60	0.60	0.43	0.73	0.01	0.94	0.91
41	3167244	MC	59	0.59	0.46	0.82	0.01	0.90	0.88
42	3263434	OE	13	0.50	0.49	3.02	0.01	1.05	1.05
43	3180563	SA	30	0.60	0.58	2.07	0.01	0.87	0.81
44	3167576	MC	43	0.43	0.32	1.55	0.01	1.04	1.05
46	3178199	MC	38	0.38	0.34	1.80	0.01	1.02	1.06
47	3180391	MC	39	0.39	0.28	1.76	0.01	1.08	1.16
48	3173849	MC	53	0.53	0.27	1.05	0.01	1.09	1.11
49	3178205	SA	13	0.26	0.41	3.14	0.01	0.97	0.91
50	3177948	SA	37	0.74	0.60	1.70	0.01	0.88	0.83
51	3263450	MC	73	0.73	0.47	0.08	0.02	0.86	0.77
52	3263403	MC	86	0.86	0.33	-0.83	0.02	0.93	0.81
53	3173854	MC	42	0.42	0.24	1.57	0.01	1.12	1.17
54	3167918	SA	55	1.11	0.51	0.98	0.01	0.97	0.98
55	3180568	SA	62	1.23	0.55	0.79	0.01	0.93	0.89
56	3180333	MC	54	0.54	0.30	1.03	0.01	1.07	1.08
58	3180461	MC	56	0.56	0.14	0.93	0.01	1.22	1.28
59	3263227	SA	66	1.32	0.53	0.63	0.01	0.93	0.96
60	3168227	OE	13	0.51	0.53	2.89	0.01	0.96	0.92
61	3178110	MC	46	0.46	0.53	1.42	0.01	0.85	0.84
62	3167611	MC	75	0.75	0.25	-0.02	0.02	1.05	1.13
63	3180393	MC	65	0.65	0.46	0.49	0.01	0.89	0.84
64	3332802	SA	7	0.15	0.25	3.21	0.01	1.16	1.58
65	3323959	SA	30	0.61	0.45	2.17	0.01	1.02	1.00
66	3178204	MC	75	0.75	0.27	-0.04	0.02	1.02	1.10
67	3167609	MC	67	0.67	0.38	0.40	0.01	0.95	0.95
68	3180321	MC	45	0.45	0.47	1.44	0.01	0.91	0.90

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
69	3173861	SA	30	0.59	0.54	1.99	0.01	0.97	0.91
70	3167227	SA	25	0.50	0.54	2.34	0.01	0.90	0.84
71	3180549	MC	64	0.64	0.21	0.53	0.01	1.13	1.17
72	3178098	MC	67	0.67	0.28	0.42	0.01	1.05	1.10
73	3167211	MC	52	0.52	0.55	1.12	0.01	0.83	0.80

Table F.4 Item Statistics for Operational Items (English Grade 6 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2111009	MC	55	0.55	0.53	0.98	0.01	0.89	0.83
3	2111016	MC	55	0.55	0.49	1.14	0.01	0.90	0.85
4	2111017	MC	57	0.57	0.29	1.01	0.01	1.08	1.14
5	2111019	MC	84	0.84	0.27	-0.03	0.02	0.85	0.80
7	2111024	MC	48	0.48	0.17	1.73	0.01	1.20	1.25
11	2111033	MC	46	0.46	0.40	1.34	0.01	0.99	0.99
13	2111037	MC	50	0.50	0.34	1.76	0.01	1.05	1.07
14	2111041	MC	40	0.40	0.37	2.11	0.01	1.04	1.07
15	2111042	MC	49	0.49	0.37	1.69	0.01	1.01	1.03
17	2111049	MC	90	0.90	0.25	-0.98	0.02	0.94	0.83
18	2111051	MC	56	0.56	0.40	1.25	0.01	0.96	0.95
20	2111054	MC	56	0.56	0.45	1.21	0.01	0.92	0.88
21	3291349	SA	32	0.65	0.56	2.52	0.01	0.86	0.84
22	3177996	SA	44	0.88	0.47	1.70	0.01	1.11	1.12
23	3178025	MC	36	0.36	0.25	2.16	0.01	1.11	1.18
24	3178116	MC	42	0.42	0.22	1.89	0.01	1.14	1.20
25	3167590	MC	69	0.69	0.32	0.56	0.01	0.99	1.01
27	3172802	OE	29	1.15	0.55	2.53	0.01	1.14	1.13
28	3180096	MC	40	0.40	0.28	1.96	0.01	1.08	1.12
30	3178044	MC	47	0.47	0.27	1.64	0.01	1.09	1.12
31	3264974	SA	16	0.32	0.52	2.92	0.01	0.89	0.76
32	3265024	SA	25	0.50	0.63	2.51	0.01	0.81	0.69
33	3169157	MC	39	0.39	0.25	2.01	0.01	1.11	1.17
34	3180113	MC	53	0.53	0.37	1.34	0.01	0.99	0.99
35	3169155	MC	52	0.52	0.35	1.37	0.01	1.01	1.02
36	3167473	SA	7	0.14	0.30	3.88	0.02	1.04	1.10
37	3178017	MC	47	0.47	0.47	1.62	0.01	0.91	0.90
38	3173197	MC	32	0.32	0.24	2.35	0.01	1.11	1.24
39	3167398	MC	35	0.35	0.26	2.19	0.01	1.10	1.15
41	3265036	SA	32	0.65	0.61	2.11	0.01	0.88	0.79
42	3173253	MC	59	0.59	0.45	1.06	0.01	0.91	0.88
43	3264968	SA	14	0.28	0.49	3.00	0.01	0.94	0.80
44	3173116	MC	56	0.56	0.29	1.23	0.01	1.06	1.08
45	3167602	OE	28	1.11	0.66	2.49	0.01	0.88	0.85
46	3323956	SA	28	0.56	0.61	2.42	0.01	0.84	0.77
47	3167404	MC	58	0.58	0.32	1.09	0.01	1.03	1.04
49	3167364	MC	63	0.63	0.27	0.89	0.01	1.07	1.11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
50	3173307	MC	56	0.56	0.35	1.24	0.01	1.02	1.01
51	3173192	MC	57	0.57	0.36	1.14	0.01	0.99	1.01
52	3321889	SA	46	0.92	0.61	1.62	0.01	0.87	0.83
53	3265076	SA	14	0.28	0.37	3.09	0.01	1.10	1.36
54	3167399	MC	43	0.43	0.48	1.80	0.01	0.90	0.88
55	3180098	MC	53	0.53	0.11	1.37	0.01	1.23	1.33
56	3173137	MC	62	0.62	0.32	0.94	0.01	1.03	1.03
58	3265037	SA	49	0.98	0.59	1.51	0.01	0.88	0.84
59	3173295	MC	66	0.66	0.38	0.72	0.01	0.95	0.93
60	3167476	MC	36	0.36	0.36	2.15	0.01	1.01	1.00
61	3177994	MC	78	0.78	0.36	0.07	0.02	0.92	0.89
62	3284444	SA	17	0.34	0.54	3.02	0.01	0.87	0.76
63	3173298	OE	38	1.51	0.56	2.11	0.01	1.01	1.00
65	3180106	MC	52	0.52	0.28	1.38	0.01	1.08	1.10
66	3178130	MC	60	0.60	0.45	1.03	0.01	0.92	0.88
67	3173266	SA	22	0.44	0.53	2.68	0.01	0.94	0.87
68	3321894	SA	31	0.61	0.56	2.37	0.01	0.90	0.87
69	3178095	MC	37	0.37	0.27	2.11	0.01	1.09	1.14
70	3291938	MC	62	0.62	0.40	0.91	0.01	0.95	0.92
71	3173132	MC	53	0.53	0.24	1.35	0.01	1.11	1.15
72	3169149	SA	30	0.61	0.48	2.23	0.01	1.09	1.08
73	3265026	SA	22	0.45	0.56	2.53	0.01	0.91	0.84
74	3173305	MC	71	0.71	0.39	0.43	0.02	0.93	0.87
75	3169166	MC	65	0.65	0.32	0.79	0.01	1.00	1.05
76	3169156	MC	48	0.48	0.30	1.57	0.01	1.06	1.07

Table F.5 Item Statistics for Operational Items (English Grade 7 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2111430	MC	54	0.54	0.56	1.19	0.01	0.94	0.88
2	2111431	MC	59	0.59	0.33	1.43	0.01	1.03	1.05
3	2111436	MC	58	0.58	0.25	1.58	0.01	1.11	1.12
4	2111440	MC	73	0.73	0.34	0.86	0.02	0.91	0.91
6	2111443	MC	53	0.53	0.46	1.74	0.01	0.91	0.89
8	2111447	MC	47	0.47	0.33	2.12	0.01	1.06	1.09
9	2111451	MC	39	0.39	0.43	1.93	0.01	0.97	0.97
10	2111452	MC	71	0.71	0.45	0.74	0.02	0.91	0.80
11	2111454	MC	78	0.78	0.34	0.42	0.02	0.94	0.90
12	2111456	MC	63	0.63	0.47	1.03	0.01	0.94	0.89
13	2111458	MC	37	0.37	0.35	2.86	0.02	1.14	1.28
14	2111463	MC	38	0.38	0.15	2.83	0.01	1.34	1.51
16	2111465	MC	68	0.68	0.31	1.46	0.01	0.98	0.96
18	2111471	MC	47	0.47	0.31	2.16	0.01	1.09	1.11
20	2111473	MC	33	0.33	0.48	2.58	0.01	0.87	0.86
21	3322865	SA	30	0.61	0.52	2.87	0.01	0.96	0.94
22	3262274	SA	11	0.23	0.43	3.80	0.01	0.99	1.02

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
23	3180074	MC	60	0.60	0.38	1.42	0.01	0.98	0.96
24	3174700	MC	31	0.31	0.43	2.83	0.01	0.95	1.00
25	3323964	SA	5	0.11	0.43	4.25	0.02	0.88	0.60
26	3167589	OE	31	1.22	0.60	2.84	0.01	1.07	1.03
28	3180076	MC	41	0.41	0.29	2.33	0.01	1.09	1.12
29	3322753	SA	16	0.32	0.55	3.28	0.01	0.93	0.75
30	3180544	OE	22	0.88	0.59	2.90	0.01	1.22	1.33
31	3180400	MC	57	0.57	0.36	1.54	0.01	1.00	1.00
32	3180424	MC	45	0.45	0.48	2.11	0.01	0.90	0.88
33	3262142	SA	13	0.27	0.53	3.69	0.01	0.87	0.79
34	3180087	MC	51	0.51	0.45	1.83	0.01	0.93	0.90
35	3174541	MC	28	0.28	0.11	3.02	0.02	1.24	1.47
36	3169943	MC	57	0.57	0.39	1.55	0.01	0.98	0.96
38	3277069	SA	18	0.36	0.53	3.42	0.01	0.93	0.80
39	3180070	MC	50	0.50	0.46	1.90	0.01	0.92	0.90
40	3262193	MC	31	0.31	0.33	2.85	0.02	1.05	1.09
41	3180587	SA	25	0.50	0.52	2.93	0.01	1.02	0.97
42	3174653	OE	11	0.45	0.39	3.75	0.01	1.39	1.69
43	3167577	MC	25	0.25	0.15	3.20	0.02	1.19	1.39
44	3277067	SA	30	0.59	0.65	2.74	0.01	0.81	0.70
46	3180147	MC	43	0.43	0.54	2.21	0.01	0.85	0.83
47	3169946	MC	43	0.43	0.38	2.21	0.01	1.00	1.03
48	3174684	MC	54	0.54	0.41	1.71	0.01	0.95	0.95
50	3323977	SA	35	0.70	0.45	2.53	0.01	1.11	1.08
51	3180422	MC	49	0.49	0.30	1.93	0.01	1.08	1.10
52	3174662	MC	50	0.50	0.27	1.90	0.01	1.11	1.14
53	3180055	MC	44	0.44	0.30	2.19	0.01	1.08	1.11
54	3322808	SA	24	0.47	0.53	3.00	0.01	0.99	0.93
55	3262158	SA	56	1.12	0.41	1.56	0.01	1.08	1.10
57	3180092	MC	76	0.76	0.41	0.54	0.02	0.88	0.77
58	3262273	MC	54	0.54	0.40	1.70	0.01	0.98	0.96
59	3322895	SA	24	0.48	0.57	2.89	0.01	0.97	0.82
60	3180126	OE	21	0.86	0.63	2.90	0.01	1.09	1.15
61	3169989	MC	56	0.56	0.28	1.63	0.01	1.08	1.12
62	3174547	MC	45	0.45	0.32	2.12	0.01	1.07	1.08
63	3178034	MC	56	0.56	0.34	1.62	0.01	1.01	1.03
64	3262198	SA	22	0.44	0.46	3.27	0.01	1.03	1.00
65	3173300	SA	30	0.59	0.53	3.46	0.01	0.87	0.86
66	3169952	MC	53	0.53	0.38	1.76	0.01	0.99	0.99
67	3180153	MC	37	0.37	0.48	2.51	0.01	0.91	0.91
68	3180458	MC	83	0.83	0.32	0.10	0.02	0.94	0.85
70	3262138	SA	8	0.16	0.32	4.05	0.02	1.12	1.31
71	3180416	MC	48	0.48	0.38	1.99	0.01	1.01	1.00
72	3262159	MC	58	0.58	0.38	1.52	0.01	0.99	0.97
73	3174650	MC	47	0.47	0.32	2.04	0.01	1.07	1.08

Table F.6 Item Statistics for Operational Items (English Grade 8 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
2	2111853	MC	30	0.30	0.47	3.33	0.01	0.91	0.90
4	2111858	MC	38	0.38	0.33	2.80	0.01	1.04	1.07
5	2111860	MC	69	0.69	0.31	1.49	0.01	1.00	1.02
6	2111864	MC	37	0.37	0.27	2.98	0.01	1.12	1.18
7	2111865	MC	45	0.45	0.55	2.27	0.01	0.86	0.83
9	2111869	MC	66	0.66	0.47	1.39	0.01	0.95	0.88
10	2111870	MC	43	0.43	0.27	2.52	0.01	1.12	1.14
12	2111876	MC	46	0.46	0.38	2.77	0.01	1.05	1.07
14	2111883	MC	34	0.34	0.36	3.18	0.01	1.03	1.17
16	2111886	MC	56	0.56	0.41	2.07	0.01	0.98	0.96
17	2111888	MC	53	0.53	0.40	2.19	0.01	0.98	0.97
18	2111892	MC	28	0.28	0.29	3.60	0.02	1.14	1.29
19	2111894	MC	48	0.48	0.30	2.82	0.01	1.16	1.23
21	3330026	SA	21	0.42	0.50	3.98	0.01	0.95	0.88
22	3174104	SA	32	0.63	0.56	3.08	0.01	0.98	0.92
23	3178065	MC	64	0.64	0.38	1.65	0.01	0.99	0.97
24	3167676	MC	43	0.43	0.41	2.68	0.01	0.99	1.00
25	3169947	SA	7	0.14	0.47	4.42	0.01	0.85	0.47
26	3174151	OE	46	1.86	0.65	2.42	0.01	1.10	1.19
28	3167709	MC	34	0.34	0.43	3.13	0.01	0.95	1.00
29	3330037	SA	7	0.15	0.43	4.61	0.02	0.96	0.78
31	3174128	MC	68	0.68	0.43	1.44	0.01	0.91	0.87
32	3178055	MC	57	0.57	0.47	1.99	0.01	0.91	0.88
33	3174165	SA	30	0.61	0.27	4.61	0.01	1.10	1.15
34	3169838	MC	51	0.51	0.26	2.32	0.01	1.13	1.17
35	3174144	MC	61	0.61	0.33	1.82	0.01	1.03	1.08
36	3178063	MC	38	0.38	0.31	2.91	0.01	1.08	1.12
37	3174077	OE	55	2.22	0.59	2.19	0.01	1.01	1.07
38	3167689	SA	7	0.13	0.19	4.97	0.02	1.17	1.67
39	3167685	MC	63	0.63	0.36	1.73	0.01	1.00	1.02
40	3167683	MC	78	0.78	0.40	0.90	0.02	0.90	0.80
41	3263743	SA	48	0.95	0.69	2.44	0.01	0.74	0.70
42	3178083	OE	22	0.86	0.59	3.61	0.01	1.17	1.15
43	3174078	MC	53	0.53	0.34	2.21	0.01	1.06	1.07
44	3263655	SA	4	0.08	0.29	5.07	0.02	1.08	0.97
46	3263752	MC	73	0.73	0.36	1.16	0.02	0.97	0.99
47	3174160	MC	76	0.76	0.41	1.00	0.02	0.90	0.81
48	3169907	MC	23	0.23	0.24	3.79	0.02	1.08	1.37
49	3323285	SA	10	0.20	0.52	4.39	0.01	0.86	0.58
50	3324063	SA	11	0.22	0.50	4.10	0.01	0.94	0.60
51	3167686	MC	61	0.61	0.40	1.79	0.01	0.97	0.96
52	3174132	MC	43	0.43	0.24	2.69	0.01	1.15	1.23
53	3174116	MC	67	0.67	0.34	1.52	0.01	1.03	0.99
54	3174097	MC	56	0.56	0.29	2.04	0.01	1.08	1.15
55	3178067	MC	22	0.22	0.07	3.87	0.02	1.27	1.61
57	3277094	SA	19	0.38	0.38	4.21	0.01	1.07	1.07

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
58	3174137	MC	59	0.59	0.39	1.92	0.01	0.98	0.97
59	3178056	MC	37	0.37	0.28	2.97	0.01	1.10	1.17
60	3169883	MC	54	0.54	0.39	2.14	0.01	1.00	0.98
61	3330065	SA	22	0.45	0.64	3.52	0.01	0.79	0.63
62	3174139	OE	26	1.05	0.65	3.47	0.01	1.01	0.94
64	3174152	MC	64	0.64	0.35	1.68	0.01	1.01	1.03
65	3283183	MC	54	0.54	0.34	2.17	0.01	1.04	1.05
66	3174113	SA	49	0.98	0.64	2.38	0.01	0.82	0.77
67	3174088	SA	50	0.99	0.54	2.34	0.01	1.01	1.02
68	3174147	MC	64	0.64	0.42	1.65	0.01	0.94	0.93
69	3174076	MC	59	0.59	0.44	1.91	0.01	0.93	0.93
70	3178932	MC	43	0.43	0.31	2.69	0.01	1.08	1.12
72	3167680	SA	25	0.50	0.62	3.43	0.01	0.85	0.73
73	3170013	MC	41	0.41	0.31	2.77	0.01	1.08	1.12
74	3178054	MC	64	0.64	0.45	1.68	0.01	0.91	0.87
75	3174080	MC	58	0.58	0.49	1.98	0.01	0.89	0.86

Table F.7 Item Statistics for Operational Items (English Grade 9 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
2	2112271	MC	80	0.80	0.43	0.86	0.02	1.08	0.82
5	2112279	MC	73	0.73	0.35	1.69	0.01	0.98	0.98
6	2112285	MC	75	0.75	0.35	1.59	0.02	0.95	0.94
7	2112288	MC	41	0.41	0.29	3.39	0.01	1.16	1.23
8	2112289	MC	57	0.57	0.44	2.50	0.01	0.97	0.93
9	2112291	MC	34	0.34	0.31	3.17	0.01	1.10	1.13
10	2112292	MC	31	0.31	0.22	3.82	0.01	1.20	1.40
12	2112298	MC	44	0.44	0.44	3.21	0.01	0.99	0.99
15	2112306	MC	75	0.75	0.40	1.51	0.02	0.90	0.91
16	2112308	MC	48	0.48	0.41	3.30	0.01	1.06	1.08
18	2112311	MC	46	0.46	0.41	3.43	0.01	1.09	1.13
19	2112312	MC	52	0.52	0.43	3.06	0.01	1.01	1.02
20	2112316	MC	58	0.58	0.30	3.13	0.01	1.20	1.25
21	3323470	SA	12	0.24	0.58	4.66	0.01	0.82	0.59
22	3174576	MC	76	0.76	0.41	1.45	0.02	0.87	0.82
23	3178381	MC	19	0.19	0.26	4.60	0.02	1.10	1.43
25	3183382	OE	14	0.57	0.70	4.55	0.01	0.79	0.61
26	3180291	MC	44	0.44	0.38	3.12	0.01	1.03	1.06
28	3323484	SA	21	0.42	0.60	4.11	0.01	0.90	0.88
29	3183201	OE	17	0.68	0.68	4.66	0.01	0.88	0.80
30	3323935	SA	22	0.43	0.57	4.49	0.01	0.89	0.85
31	3169846	MC	46	0.46	0.34	3.04	0.01	1.10	1.14
32	3178865	MC	69	0.69	0.37	1.90	0.01	0.99	0.97
33	3180293	MC	43	0.43	0.34	3.21	0.01	1.10	1.14
34	3323304	SA	10	0.20	0.48	4.97	0.01	0.93	0.86
35	3178507	SA	19	0.38	0.70	4.16	0.01	0.70	0.47

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
36	3174587	MC	36	0.36	0.37	3.57	0.01	1.05	1.12
37	3178812	MC	64	0.64	0.42	2.16	0.01	0.95	0.91
38	3323440	SA	16	0.32	0.47	4.97	0.01	1.01	0.91
39	3178330	MC	38	0.38	0.18	3.46	0.01	1.27	1.43
41	3323421	SA	16	0.31	0.51	5.33	0.01	0.92	0.83
42	3180014	MC	77	0.77	0.33	1.42	0.02	0.98	0.98
44	3169853	MC	51	0.51	0.39	2.79	0.01	1.03	1.05
45	3180003	MC	61	0.61	0.46	2.32	0.01	0.91	0.88
46	3174532	MC	40	0.40	0.25	3.32	0.01	1.20	1.29
47	3323487	SA	41	0.82	0.54	3.26	0.01	1.01	1.00
48	3183380	OE	20	0.79	0.71	4.11	0.01	0.92	0.78
49	3180005	MC	46	0.46	0.20	3.06	0.01	1.25	1.33
50	3180269	MC	69	0.69	0.41	1.88	0.01	0.93	0.90
51	3174518	MC	65	0.65	0.40	2.11	0.01	0.96	0.96
52	3180016	MC	44	0.44	0.38	3.12	0.01	1.04	1.06
53	3178191	MC	63	0.63	0.40	2.21	0.01	0.97	0.99
55	3323932	SA	18	0.37	0.66	4.24	0.01	0.78	0.54
56	3169856	MC	52	0.52	0.45	2.74	0.01	0.96	0.94
57	3179996	MC	73	0.73	0.29	1.65	0.01	1.03	1.21
58	3276666	MC	49	0.49	0.40	2.89	0.01	1.02	1.02
59	3323478	SA	23	0.45	0.61	4.24	0.01	0.87	0.78
60	3229163	OE	8	0.34	0.65	5.19	0.01	0.76	0.53
61	3169865	MC	51	0.51	0.41	2.79	0.01	1.01	1.01
63	3174732	MC	47	0.47	0.41	3.00	0.01	1.01	1.02
64	3178833	SA	58	1.16	0.46	2.46	0.01	1.04	1.14
65	3323443	SA	13	0.27	0.43	4.49	0.01	1.18	1.49
66	3178323	MC	48	0.48	0.48	2.93	0.01	0.93	0.91
67	3179992	MC	63	0.63	0.47	2.20	0.01	0.88	0.85
68	3174546	MC	60	0.60	0.32	2.38	0.01	1.08	1.10
69	3323648	SA	33	0.66	0.64	3.52	0.01	0.90	0.80
70	3174525	SA	43	0.86	0.66	3.16	0.01	0.81	0.77
71	3178800	MC	41	0.41	0.25	3.29	0.01	1.20	1.30
72	3178165	MC	75	0.75	0.38	1.54	0.02	0.93	0.89
73	3174760	MC	72	0.72	0.40	1.71	0.01	0.92	0.89

Table F.8 Item Statistics for Operational Items (English Grade 3 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2109673	MC	70	0.70	0.53	-0.74	0.02	1.04	0.96
2	2109674	MC	82	0.82	0.40	-1.30	0.02	1.02	0.89
3	2109675	MC	42	0.42	0.30	0.52	0.01	1.08	1.11
4	2109676	MC	87	0.87	0.33	-1.74	0.02	1.13	1.06
5	2109677	MC	69	0.69	0.23	-0.20	0.02	1.09	1.13
6	2109703	MC	78	0.78	0.55	-0.20	0.02	0.67	0.59
7	2109705	MC	32	0.32	0.16	0.90	0.01	1.11	1.16
8	2109706	MC	61	0.61	0.48	0.24	0.01	0.88	0.86

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
9	2109707	MC	79	0.79	0.49	-0.40	0.02	0.71	0.62
10	2109708	MC	71	0.71	0.35	0.03	0.01	0.92	0.89
11	2109716	MC	64	0.64	0.23	0.16	0.01	1.09	1.09
12	2109717	MC	34	0.34	0.29	1.39	0.01	1.03	1.08
13	2109718	MC	78	0.78	0.46	-0.54	0.02	0.79	0.69
14	2109719	MC	50	0.50	0.26	0.46	0.01	1.10	1.13
15	2109720	MC	64	0.64	0.33	0.32	0.01	0.99	1.00
16	2109721	MC	62	0.62	0.37	0.26	0.01	0.96	0.95
17	2109722	MC	34	0.34	0.33	0.99	0.01	0.96	0.99
18	2109723	MC	45	0.45	0.28	0.62	0.01	1.07	1.09
19	2109724	MC	47	0.47	0.33	1.23	0.01	1.11	1.21
20	2109725	MC	46	0.46	0.42	0.75	0.01	0.94	0.95
21	3175451	MC	45	0.45	0.44	0.87	0.01	0.92	0.92
22	3331573	SA	39	0.77	0.49	1.11	0.01	0.98	0.97
23	3175455	MC	61	0.61	0.38	0.15	0.01	0.98	0.97
24	3187117	MC	46	0.46	0.30	0.82	0.01	1.04	1.08
25	3331572	SA	74	1.49	0.48	-0.35	0.01	0.98	1.00
26	3187120	MC	63	0.63	0.40	0.04	0.01	0.96	0.96
27	3175471	OE	47	1.86	0.57	0.84	0.01	1.10	1.10
28	3337881	MC	40	0.40	0.29	1.09	0.01	1.03	1.15
29	3337875	SA	69	1.37	0.58	-0.24	0.01	0.83	0.82
30	3337880	MC	60	0.60	0.25	0.17	0.01	1.10	1.13
31	3337883	MC	71	0.71	0.38	-0.39	0.02	0.97	0.94
32	3337889	SA	58	1.17	0.56	0.25	0.01	0.88	0.88
33	3337879	MC	48	0.48	0.31	0.72	0.01	1.04	1.07
34	3337878	OE	44	1.76	0.60	0.98	0.01	0.94	0.93
42	3180809	MC	56	0.56	0.33	0.39	0.01	1.03	1.05
43	3331569	SA	45	0.91	0.45	0.85	0.01	1.02	1.03
44	3180813	MC	59	0.59	0.46	0.21	0.01	0.92	0.89
45	3331568	SA	69	1.37	0.54	-0.19	0.01	0.89	0.89
46	3331726	MC	76	0.76	0.34	-0.67	0.02	0.98	0.98
47	3183297	OE	42	1.70	0.61	0.92	0.01	1.07	1.06
48	3336872	MC	24	0.24	0.15	1.94	0.02	1.09	1.41
49	3336879	SA	49	0.98	0.44	0.69	0.01	0.93	0.93
50	3336882	MC	57	0.57	0.39	0.33	0.01	0.97	0.96
51	3336875	MC	40	0.40	0.32	1.10	0.01	1.01	1.09
52	3336958	SA	26	0.52	0.39	2.18	0.01	1.00	0.97
53	3336885	MC	54	0.54	0.20	0.45	0.01	1.14	1.22
54	3336962	OE	30	1.20	0.50	1.62	0.01	1.10	1.08

Table F.9 Item Statistics for Operational Items (English Grade 4 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110114	MC	85	0.85	0.28	-1.01	0.02	1.12	1.27
2	2110115	MC	77	0.77	0.42	-0.27	0.02	0.94	0.88
3	2110117	MC	69	0.69	0.41	0.21	0.02	0.96	0.98
4	2110118	MC	71	0.71	0.35	-0.09	0.02	1.09	1.11
5	2110119	MC	46	0.46	0.45	1.08	0.01	0.93	0.94
6	2110132	MC	65	0.65	0.25	0.43	0.01	1.13	1.17
7	2110133	MC	67	0.67	0.36	0.07	0.02	1.10	1.11
8	2110134	MC	61	0.61	0.27	0.93	0.01	1.09	1.13
9	2110135	MC	92	0.92	0.36	-1.58	0.02	0.90	0.76
10	2110137	MC	78	0.78	0.49	-0.20	0.02	0.83	0.73
11	2110138	MC	62	0.62	0.36	0.61	0.01	1.01	1.03
12	2110139	MC	28	0.28	0.20	1.94	0.01	1.02	1.24
13	2110140	MC	56	0.56	0.40	1.11	0.01	0.98	1.00
14	2110141	MC	64	0.64	0.47	0.46	0.01	0.92	0.87
15	2110142	MC	57	0.57	0.33	0.70	0.01	1.07	1.09
16	2110162	MC	52	0.52	0.35	1.13	0.01	1.02	1.05
17	2110163	MC	57	0.57	0.29	1.08	0.01	1.08	1.12
18	2110165	MC	82	0.82	0.38	-0.61	0.02	0.95	0.92
19	2110166	MC	57	0.57	0.44	0.96	0.01	0.93	0.93
20	2110167	MC	90	0.90	0.42	-1.33	0.02	0.87	0.66
21	3175172	MC	77	0.77	0.43	-0.30	0.02	0.93	0.86
22	3332490	SA	48	0.95	0.58	1.24	0.01	0.89	0.87
23	3175166	MC	44	0.44	0.35	1.44	0.01	1.00	1.08
24	3175174	MC	75	0.75	0.48	-0.13	0.02	0.89	0.81
25	3332491	SA	67	1.34	0.49	0.14	0.01	0.95	0.96
26	3175176	MC	70	0.70	0.43	0.12	0.02	0.94	0.93
27	3183373	OE	46	1.85	0.46	1.24	0.01	1.22	1.23
28	3339569	MC	29	0.29	0.15	2.20	0.02	1.17	1.39
29	3339560	SA	76	1.51	0.51	-0.33	0.01	0.91	0.89
30	3339562	MC	49	0.49	0.31	1.18	0.01	1.05	1.09
31	3339565	MC	53	0.53	0.43	0.99	0.01	0.94	0.94
32	3339555	SA	67	1.35	0.56	0.34	0.01	0.91	0.89
33	3339540	MC	76	0.76	0.44	-0.22	0.02	0.92	0.85
34	3339559	OE	41	1.65	0.59	1.56	0.01	0.94	0.94
42	3340583	MC	29	0.29	0.25	2.17	0.02	1.04	1.36
43	3332495	SA	66	1.32	0.52	0.51	0.01	1.02	1.01
44	3180967	MC	48	0.48	0.30	1.24	0.01	1.06	1.12
45	3332494	SA	47	0.93	0.38	1.29	0.01	1.21	1.26
46	3180972	MC	64	0.64	0.32	0.47	0.01	1.06	1.06
47	3183371	OE	45	1.78	0.59	1.55	0.01	0.97	0.96
48	3339094	MC	41	0.41	0.28	1.58	0.01	1.06	1.17
49	3339095	SA	75	1.50	0.49	0.01	0.01	1.00	1.03
50	3339093	MC	57	0.57	0.35	0.83	0.01	1.02	1.04
51	3339096	MC	87	0.87	0.40	-1.01	0.02	0.91	0.82
52	3339097	SA	71	1.42	0.50	0.24	0.01	1.00	1.03
53	3339098	MC	74	0.74	0.42	-0.08	0.02	0.95	0.91

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
54	3339099	OE	41	1.66	0.58	1.50	0.01	0.94	0.93

Table F.10 Item Statistics for Operational Items (English Grade 5 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
3	2110537	MC	63	0.63	0.35	0.72	0.02	1.16	1.20
4	2110538	MC	44	0.44	0.29	1.48	0.01	1.15	1.19
5	2110539	MC	69	0.69	0.39	0.11	0.02	1.37	1.47
6	2110553	MC	91	0.91	0.33	-0.93	0.02	0.89	0.78
8	2110555	MC	36	0.36	0.32	2.09	0.01	1.00	1.06
9	2110556	MC	61	0.61	0.33	0.79	0.02	1.19	1.26
10	2110557	MC	61	0.61	0.23	1.26	0.01	1.15	1.21
11	2110576	MC	53	0.53	0.38	1.46	0.01	1.02	1.04
12	2110577	MC	82	0.82	0.45	-0.13	0.02	0.91	0.82
13	2110578	MC	54	0.54	0.32	1.81	0.01	1.08	1.14
14	2110579	MC	65	0.65	0.39	0.89	0.01	1.01	1.02
15	2110580	MC	58	0.58	0.33	1.47	0.01	1.05	1.08
16	2110582	MC	82	0.82	0.47	0.57	0.02	0.72	0.62
17	2110583	MC	65	0.65	0.33	1.42	0.01	1.03	1.06
18	2110584	MC	74	0.74	0.49	0.66	0.02	0.82	0.78
19	2110586	MC	50	0.50	0.34	1.94	0.01	1.05	1.16
20	2110587	MC	81	0.81	0.47	0.72	0.02	0.74	0.65
21	3192449	MC	78	0.78	0.48	0.17	0.02	0.91	0.80
22	3332872	SA	79	1.58	0.51	-0.06	0.01	0.93	0.95
23	3180745	MC	55	0.55	0.44	1.43	0.01	0.94	0.96
24	3180743	MC	79	0.79	0.57	0.05	0.02	0.81	0.64
25	3332873	SA	35	0.70	0.44	2.36	0.01	1.04	1.03
26	3180747	MC	75	0.75	0.52	0.32	0.02	0.88	0.74
27	3180751	OE	28	1.11	0.60	2.88	0.01	0.90	0.84
28	3335907	MC	86	0.86	0.31	-0.50	0.02	1.04	1.04
29	3335909	SA	69	1.38	0.48	0.78	0.01	1.07	1.12
30	3335883	MC	35	0.35	0.28	2.38	0.01	1.04	1.26
31	3335885	MC	73	0.73	0.36	0.50	0.02	1.03	1.03
32	3335908	SA	64	1.28	0.50	1.16	0.01	1.15	1.17
33	3337311	MC	42	0.42	0.23	2.05	0.01	1.12	1.27
34	3335912	OE	35	1.42	0.46	2.32	0.01	1.07	1.10
42	3175169	MC	85	0.85	0.21	-0.40	0.02	1.09	1.61
43	3332875	SA	62	1.23	0.46	0.92	0.01	1.00	1.01
44	3175221	MC	80	0.80	0.43	-0.03	0.02	0.95	0.85
45	3192637	MC	52	0.52	0.27	1.59	0.01	1.12	1.19
46	3175181	MC	81	0.81	0.45	-0.03	0.02	0.92	0.84
47	3332876	SA	48	0.96	0.44	1.77	0.01	1.06	1.05
48	3175178	MC	57	0.57	0.36	1.30	0.01	1.04	1.06
49	3175226	OE	29	1.15	0.46	2.71	0.01	1.01	1.04
50	3334947	MC	80	0.80	0.34	-0.03	0.02	1.03	1.04
51	3336432	SA	78	1.55	0.45	0.06	0.01	1.01	1.07

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
52	3334968	MC	68	0.68	0.41	0.78	0.02	0.99	0.97
53	3334949	MC	83	0.83	0.52	-0.25	0.02	0.84	0.64
54	3334941	MC	67	0.67	0.41	0.79	0.02	0.99	0.97
55	3334974	SA	57	1.13	0.47	1.00	0.01	0.90	0.88
56	3336474	MC	58	0.58	0.41	1.27	0.01	0.98	1.00
57	3334967	OE	28	1.11	0.59	2.89	0.01	0.85	0.84

Table F.II Item Statistics for Operational Items (English Grade 6 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110954	MC	83	0.83	0.42	-0.30	0.02	1.00	0.88
2	2110955	MC	65	0.65	0.38	0.80	0.01	1.02	1.02
3	2110956	MC	47	0.47	0.33	1.55	0.01	1.02	1.03
4	2110957	MC	52	0.52	0.28	1.46	0.01	1.07	1.10
5	2110958	MC	95	0.95	0.33	-0.92	0.02	0.57	0.45
6	2110960	MC	54	0.54	0.09	1.49	0.01	1.23	1.30
7	2110961	MC	94	0.94	0.32	-1.04	0.02	0.64	0.48
8	2110962	MC	50	0.50	0.37	1.31	0.01	1.03	1.04
9	2110963	MC	87	0.87	0.38	-0.50	0.02	0.94	0.83
10	2110964	MC	29	0.29	0.20	2.37	0.01	1.00	1.13
11	2110990	MC	55	0.55	0.30	1.64	0.01	1.03	1.08
12	2110991	MC	52	0.52	0.31	1.58	0.01	1.03	1.05
13	2110992	MC	59	0.59	0.17	1.60	0.01	1.15	1.21
14	2110993	MC	66	0.66	0.34	0.88	0.01	1.01	0.99
15	2110994	MC	65	0.65	0.24	1.31	0.01	1.05	1.06
16	2111002	MC	83	0.83	0.40	-0.12	0.02	0.92	0.83
17	2111004	MC	29	0.29	0.12	2.81	0.02	1.20	1.47
18	2111005	MC	56	0.56	0.17	1.36	0.01	1.16	1.21
19	2111006	MC	66	0.66	0.30	0.89	0.01	1.04	1.04
20	2111007	MC	50	0.50	0.28	1.84	0.01	1.06	1.10
21	3176324	MC	80	0.80	0.46	0.09	0.02	0.88	0.77
22	3331841	SA	63	1.27	0.38	0.97	0.01	1.08	1.08
23	3176336	MC	50	0.50	0.22	1.69	0.01	1.11	1.14
24	3193861	MC	53	0.53	0.30	1.51	0.01	1.04	1.07
25	3331848	SA	27	0.54	0.25	2.94	0.01	1.15	1.18
26	3176338	MC	83	0.83	0.42	-0.15	0.02	0.90	0.81
27	3193997	OE	44	1.76	0.55	2.03	0.01	0.97	0.96
28	3334234	MC	47	0.47	0.33	1.79	0.01	1.01	1.02
29	3334270	SA	64	1.27	0.61	1.13	0.01	0.81	0.78
30	3334238	MC	59	0.59	0.42	1.24	0.01	0.94	0.92
31	3334264	MC	54	0.54	0.43	1.49	0.01	0.92	0.92
32	3334271	SA	46	0.93	0.38	1.80	0.01	1.14	1.17
33	3334236	MC	65	0.65	0.39	0.95	0.01	0.96	0.94
34	3334266	OE	31	1.22	0.59	2.64	0.01	0.87	0.86
42	3331858	SA	91	1.82	0.42	-0.08	0.01	0.95	0.92
43	3176420	MC	82	0.82	0.49	-0.09	0.02	0.85	0.70

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
44	3176424	MC	56	0.56	0.36	1.38	0.01	0.99	0.99
45	3331863	SA	78	1.57	0.49	0.66	0.01	1.00	1.12
46	3176416	MC	76	0.76	0.39	0.33	0.02	0.94	0.94
47	3176422	MC	68	0.68	0.46	0.78	0.01	0.91	0.84
48	3176413	MC	61	0.61	0.38	1.15	0.01	0.97	0.96
49	3176410	OE	48	1.93	0.51	1.74	0.01	1.01	1.00
50	3334273	SA	81	1.61	0.49	0.30	0.01	0.94	0.91
51	3334250	MC	42	0.42	0.20	2.03	0.01	1.10	1.21
52	3334251	MC	66	0.66	0.48	0.88	0.01	0.89	0.84
53	3334256	MC	73	0.73	0.34	0.50	0.02	0.99	0.97
54	3334275	SA	63	1.26	0.52	1.12	0.01	0.94	0.92
55	3334253	MC	55	0.55	0.42	1.42	0.01	0.93	0.92
56	3334252	MC	59	0.59	0.44	1.24	0.01	0.92	0.90
57	3334268	OE	49	1.95	0.51	1.65	0.01	0.97	0.97

Table F.12 Item Statistics for Operational Items (English Grade 7 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2111393	MC	69	0.69	0.21	1.49	0.01	1.07	1.10
2	2111394	MC	44	0.44	0.25	2.14	0.01	1.09	1.14
3	2111395	MC	31	0.31	0.27	2.80	0.01	0.99	1.06
6	2111398	MC	92	0.92	0.38	-0.68	0.02	0.87	0.63
7	2111399	MC	71	0.71	0.37	1.06	0.02	0.97	0.96
8	2111400	MC	35	0.35	0.28	2.48	0.01	1.01	1.05
10	2111402	MC	83	0.83	0.33	0.60	0.02	0.82	0.79
11	2111404	MC	74	0.74	0.40	0.73	0.02	1.02	0.95
12	2111405	MC	47	0.47	0.42	1.96	0.01	0.96	0.96
13	2111406	MC	86	0.86	0.47	0.35	0.02	0.70	0.55
14	2111407	MC	83	0.83	0.47	0.47	0.02	0.78	0.65
15	2111408	MC	68	0.68	0.27	1.10	0.02	1.13	1.14
16	2111410	MC	71	0.71	0.43	1.39	0.01	0.86	0.82
17	2111411	MC	72	0.72	0.40	1.19	0.01	0.89	0.86
18	2111412	MC	47	0.47	0.29	2.14	0.01	1.05	1.09
20	2111414	MC	80	0.80	0.50	0.82	0.02	0.74	0.64
21	3334303	MC	42	0.42	0.26	2.47	0.01	1.07	1.14
22	3334296	MC	49	0.49	0.30	2.15	0.01	1.05	1.10
23	3334293	MC	59	0.59	0.42	1.67	0.01	0.95	0.93
24	3334300	MC	39	0.39	0.23	2.60	0.01	1.08	1.18
25	3334315	SA	57	1.13	0.51	1.77	0.01	0.94	0.94
26	3334302	MC	62	0.62	0.50	1.50	0.01	0.87	0.82
27	3334316	SA	47	0.94	0.50	2.26	0.01	0.92	0.92
28	3334309	OE	34	1.37	0.51	3.06	0.01	1.01	1.03
29	3177330	MC	86	0.86	0.44	0.01	0.02	0.86	0.71
30	3332632	SA	56	1.12	0.37	1.67	0.01	1.04	1.04
31	3194097	MC	68	0.68	0.18	1.22	0.01	1.16	1.26
32	3177334	MC	45	0.45	0.29	2.33	0.01	1.04	1.11

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
33	3332637	SA	31	0.63	0.35	3.00	0.01	1.08	1.11
34	3194098	MC	74	0.74	0.49	0.87	0.02	0.86	0.77
35	3177337	MC	85	0.85	0.22	0.07	0.02	1.03	1.23
36	3177339	OE	39	1.54	0.49	2.91	0.01	1.01	1.01
45	3194091	MC	87	0.87	0.30	-0.10	0.02	0.97	0.96
46	3332339	SA	14	0.27	0.37	3.92	0.01	0.94	0.91
47	3194088	MC	63	0.63	0.42	1.46	0.01	0.94	0.91
48	3181025	MC	72	0.72	0.49	1.00	0.02	0.87	0.79
49	3181029	MC	70	0.70	0.33	1.12	0.01	1.01	1.06
50	3332338	SA	19	0.37	0.38	3.71	0.01	0.97	0.95
51	3181030	MC	74	0.74	0.52	0.86	0.02	0.83	0.73
52	3181031	OE	33	1.34	0.54	3.02	0.01	0.92	0.92
53	3338001	MC	55	0.55	0.35	1.87	0.01	1.00	1.02
54	3337872	SA	56	1.12	0.48	1.78	0.01	0.97	0.97
55	3337871	MC	21	0.21	0.02	3.60	0.02	1.18	1.76
56	3337869	MC	68	0.68	0.49	1.22	0.01	0.87	0.82
57	3337868	MC	28	0.28	0.01	3.19	0.02	1.23	1.60
58	3337870	SA	48	0.96	0.53	2.18	0.01	0.91	0.90
59	3337873	MC	40	0.40	0.03	2.58	0.01	1.28	1.45
60	3357517	MC	69	0.69	0.41	1.19	0.01	0.94	0.95
61	3338006	OE	31	1.25	0.57	3.13	0.01	0.87	0.87

Table F.13 Item Statistics for Operational Items (English Grade 8 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2111794	MC	54	0.54	0.27	1.89	0.01	1.12	1.15
2	2111795	MC	41	0.41	0.28	2.79	0.01	1.03	1.08
3	2111796	MC	24	0.24	0.11	3.66	0.02	1.12	1.37
4	2111797	MC	84	0.84	0.33	0.32	0.02	1.07	1.04
5	2111799	MC	92	0.92	0.33	-0.19	0.02	0.80	0.66
6	2111813	MC	61	0.61	0.24	2.13	0.01	1.06	1.09
7	2111814	MC	78	0.78	0.40	0.74	0.02	1.02	0.94
9	2111816	MC	87	0.87	0.33	0.25	0.02	0.92	0.85
10	2111817	MC	53	0.53	0.12	2.34	0.01	1.18	1.24
11	2111818	MC	50	0.50	0.32	2.18	0.01	1.03	1.05
13	2111821	MC	75	0.75	0.33	1.09	0.02	1.00	1.01
15	2111823	MC	86	0.86	0.40	0.46	0.02	0.82	0.69
19	2111846	MC	52	0.52	0.26	2.61	0.01	1.09	1.15
20	2111847	MC	48	0.48	0.42	2.35	0.01	0.92	0.94
21	3177325	MC	68	0.68	0.39	1.53	0.01	0.95	0.93
22	3333020	SA	65	1.31	0.50	1.72	0.01	0.93	0.92
23	3177322	MC	74	0.74	0.36	1.19	0.02	0.95	0.97
24	3177327	MC	39	0.39	0.23	2.88	0.01	1.07	1.19
25	3177318	MC	69	0.69	0.30	1.45	0.01	1.02	1.03
26	3333022	SA	30	0.59	0.44	3.27	0.01	0.94	0.92
27	3177324	MC	81	0.81	0.44	0.73	0.02	0.89	0.75

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
28	3177331	OE	27	1.07	0.62	3.52	0.01	0.78	0.77
29	3180746	MC	93	0.93	0.31	-0.47	0.03	0.90	0.81
30	3204011	MC	80	0.80	0.50	0.84	0.02	0.83	0.69
31	3333018	SA	36	0.72	0.25	2.99	0.01	1.21	1.28
32	3180741	MC	53	0.53	0.15	2.23	0.01	1.15	1.22
33	3180744	MC	64	0.64	0.27	1.74	0.01	1.06	1.07
34	3333019	SA	17	0.33	0.36	3.70	0.01	0.99	0.99
35	3204012	MC	85	0.85	0.25	0.45	0.02	1.01	1.07
36	3204010	MC	90	0.90	0.33	-0.03	0.02	0.91	0.86
37	3180748	OE	35	1.42	0.55	3.27	0.01	0.91	0.91
46	3333715	MC	87	0.87	0.32	0.24	0.02	0.94	0.92
47	3333704	MC	50	0.50	0.25	2.38	0.01	1.07	1.10
48	3333741	SA	23	0.47	0.06	3.52	0.01	1.39	2.02
49	3333706	MC	44	0.44	0.29	2.67	0.01	1.02	1.07
50	3333708	MC	67	0.67	0.40	1.55	0.01	0.94	0.91
51	3333738	SA	40	0.81	0.36	2.86	0.01	1.06	1.07
52	3333707	MC	51	0.51	0.40	2.34	0.01	0.94	0.94
53	3333705	MC	63	0.63	0.33	1.77	0.01	1.00	0.99
54	3333733	OE	35	1.38	0.53	3.15	0.01	0.91	0.91
55	3333763	MC	53	0.53	0.45	2.23	0.01	0.89	0.89
56	3333814	MC	85	0.85	0.44	0.44	0.02	0.86	0.70
57	3333813	SA	49	0.98	0.51	2.44	0.01	0.93	0.92
58	3333764	MC	47	0.47	0.32	2.50	0.01	1.00	1.03
59	3333762	MC	15	0.15	-0.07	4.34	0.02	1.18	1.99
60	3333815	SA	23	0.46	0.39	3.61	0.01	0.98	0.96
61	3341855	MC	89	0.89	0.36	0.05	0.02	0.90	0.76
62	3341886	MC	51	0.51	0.28	2.36	0.01	1.05	1.08
63	3333804	OE	42	1.68	0.51	2.72	0.01	0.94	0.95

Table F.14 Item Statistics for Operational Items (English Grade 9 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2112215	MC	48	0.48	0.33	2.40	0.01	1.04	1.07
4	2112218	MC	67	0.67	0.37	1.56	0.01	0.98	0.98
7	2112221	MC	77	0.77	0.40	0.74	0.02	1.02	0.99
8	2112223	MC	91	0.91	0.38	-0.12	0.02	0.75	0.58
9	2112224	MC	50	0.50	0.21	2.23	0.01	1.16	1.21
10	2112225	MC	81	0.81	0.31	0.66	0.02	0.99	1.02
11	2112226	MC	77	0.77	0.26	0.85	0.02	1.06	1.26
12	2112227	MC	90	0.90	0.38	-0.27	0.02	0.86	0.77
13	2112232	MC	68	0.68	0.39	1.61	0.01	0.93	0.91
14	2112233	MC	69	0.69	0.44	1.40	0.01	0.91	0.87
15	2112234	MC	76	0.76	0.43	1.07	0.01	0.87	0.81
16	2112235	MC	82	0.82	0.42	0.50	0.02	0.90	0.79
18	2112238	MC	70	0.70	0.48	1.07	0.01	0.99	0.90
19	2112239	MC	70	0.70	0.34	1.29	0.01	1.02	1.01

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
20	2112240	MC	65	0.65	0.37	1.43	0.01	1.05	1.04
21	3180952	MC	52	0.52	0.27	2.20	0.01	1.10	1.14
22	3204088	MC	61	0.61	0.34	1.79	0.01	1.03	1.04
23	3333392	SA	51	1.02	0.35	2.24	0.01	1.18	1.20
24	3180956	MC	61	0.61	0.48	1.79	0.01	0.90	0.86
25	3333393	SA	63	1.26	0.42	1.73	0.01	1.12	1.19
26	3180955	MC	73	0.73	0.35	1.15	0.01	1.00	1.02
27	3204087	MC	71	0.71	0.44	1.24	0.01	0.92	0.86
28	3204090	OE	50	2.00	0.58	2.50	0.01	0.87	0.87
29	3340945	MC	53	0.53	0.38	2.16	0.01	1.00	1.00
30	3340992	MC	51	0.51	0.30	2.24	0.01	1.07	1.12
31	3333818	SA	55	1.09	0.41	2.09	0.01	1.12	1.17
32	3333767	MC	50	0.50	0.37	2.29	0.01	0.99	1.04
33	3340984	MC	68	0.68	0.42	1.41	0.01	0.94	0.92
34	3333768	SA	38	0.75	0.43	2.83	0.01	1.09	1.09
35	3333769	MC	76	0.76	0.43	0.92	0.02	0.92	0.86
36	3340980	MC	34	0.34	0.09	3.06	0.01	1.24	1.42
37	3333805	OE	30	1.19	0.61	3.51	0.01	0.83	0.83
46	3181791	MC	38	0.38	0.16	2.88	0.01	1.17	1.35
47	3181789	MC	65	0.65	0.25	1.58	0.01	1.11	1.18
48	3333389	SA	39	0.78	0.42	2.96	0.01	1.02	1.01
49	3204093	MC	77	0.77	0.35	0.90	0.02	1.00	0.97
50	3180942	MC	51	0.51	0.36	2.26	0.01	1.01	1.04
51	3333388	SA	30	0.61	0.41	3.27	0.01	1.04	1.03
52	3181790	MC	86	0.86	0.45	0.17	0.02	0.85	0.65
53	3204091	MC	62	0.62	0.21	1.72	0.01	1.16	1.23
54	3204094	OE	19	0.77	0.55	3.77	0.01	0.88	0.87
55	3340076	MC	28	0.28	0.36	3.38	0.01	0.95	1.05
56	3340084	MC	63	0.63	0.46	1.67	0.01	0.92	0.87
57	3340112	SA	24	0.47	0.41	3.34	0.01	1.04	1.07
58	3340126	MC	29	0.29	0.25	3.33	0.01	1.07	1.24
59	3340538	SA	41	0.82	0.62	2.69	0.01	0.80	0.76
60	3340509	MC	59	0.59	0.49	1.88	0.01	0.89	0.87
61	3340562	MC	57	0.57	0.41	1.98	0.01	0.97	0.98
62	3340511	OE	17	0.69	0.53	3.87	0.01	0.91	0.86

Table F.15 Item Statistics for Operational Items (English Grade 3 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2109889	MC	95	0.95	0.17	-2.69	0.03	1.13	1.27
2	2109890	MC	91	0.91	0.27	-1.89	0.02	1.04	1.00
4	2109894	MC	85	0.85	0.29	-0.93	0.02	0.88	0.92
5	2109897	MC	55	0.55	0.30	1.12	0.01	1.11	1.20
6	2109898	MC	70	0.70	0.08	0.06	0.02	1.23	1.34
7	2109900	MC	48	0.48	0.27	0.75	0.01	1.11	1.14
8	2109907	MC	64	0.64	0.36	0.43	0.01	0.98	0.97

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
10	2109909	MC	56	0.56	0.39	0.59	0.01	0.99	1.02
11	2109915	MC	75	0.75	0.19	-0.58	0.02	1.22	1.36
12	2109916	MC	58	0.58	0.37	0.53	0.01	0.99	0.99
16	2109921	MC	87	0.87	0.32	-1.37	0.02	0.95	0.91
21	3332856	SA	59	1.18	0.45	0.42	0.01	1.04	1.05
22	3179028	OE	28	1.14	0.50	1.87	0.01	1.00	1.01
23	3332857	SA	47	0.94	0.59	1.00	0.01	0.84	0.82
24	3332859	SA	24	0.47	0.48	2.04	0.01	0.91	0.85
25	3332860	SA	49	0.97	0.51	0.92	0.01	0.97	0.97
26	3170303	MC	89	0.89	0.32	-1.48	0.02	0.94	0.88
27	3175051	MC	61	0.61	0.28	0.31	0.01	1.10	1.12
28	3176126	MC	84	0.84	0.39	-1.03	0.02	0.92	0.81
29	3173208	MC	50	0.50	0.26	0.83	0.01	1.11	1.15
30	3171598	MC	71	0.71	0.35	-0.20	0.02	1.01	0.99
31	3280719	MC	67	0.67	0.37	0.02	0.02	1.00	0.96
32	3174919	MC	86	0.86	0.32	-1.28	0.02	0.96	0.93
33	3171973	MC	66	0.66	0.37	0.07	0.02	1.00	1.00
34	3175151	MC	62	0.62	0.35	0.27	0.01	1.03	1.02
35	3260428	MC	93	0.93	0.23	-1.99	0.03	0.99	1.04
36	3176774	MC	50	0.50	0.12	0.85	0.01	1.25	1.32
37	3332871	SA	45	0.90	0.55	1.09	0.01	0.89	0.88
38	3332862	SA	12	0.23	0.33	2.64	0.01	0.99	1.11
41	3171452	MC	70	0.70	0.35	-0.12	0.02	1.01	0.99
43	3170301	MC	78	0.78	0.40	-0.59	0.02	0.94	0.86
46	3280817	MC	76	0.76	0.37	-0.52	0.02	0.97	0.94
47	3172146	MC	93	0.93	0.30	-2.01	0.03	0.91	0.80
48	3176417	MC	77	0.77	0.38	-0.56	0.02	0.97	0.88
49	3170934	MC	58	0.58	0.41	0.49	0.01	0.97	0.94
50	3176349	MC	71	0.71	0.37	-0.19	0.02	0.98	0.98
51	3170375	MC	64	0.64	0.44	0.17	0.01	0.93	0.89
52	3171009	MC	48	0.48	0.31	0.94	0.01	1.05	1.09
53	3281920	MC	89	0.89	0.33	-1.53	0.02	0.92	0.88
54	3171059	MC	90	0.90	0.39	-1.64	0.02	0.87	0.62
55	3260501	MC	90	0.90	0.34	-1.67	0.02	0.92	0.73
56	3174986	MC	79	0.79	0.50	-0.72	0.02	0.83	0.69
57	3332867	SA	14	0.27	0.34	2.60	0.01	0.98	1.04
58	3332869	SA	32	0.65	0.44	1.54	0.01	1.06	1.09
59	3177349	OE	23	0.91	0.51	1.98	0.01	1.00	1.01
62	3171020	MC	90	0.90	0.41	-1.64	0.02	0.86	0.59
63	3175824	MC	44	0.44	0.44	1.11	0.01	0.92	0.94
64	3175014	MC	81	0.81	0.38	-0.83	0.02	0.95	0.84

Table F.16 Item Statistics for Operational Items (English Grade 4 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110336	MC	94	0.94	0.18	-1.97	0.03	0.82	0.86
5	2110346	MC	83	0.83	0.31	-0.91	0.02	0.91	0.87
6	2110347	MC	64	0.64	0.32	0.13	0.01	1.02	1.02
9	2110351	MC	64	0.64	0.43	-0.11	0.02	1.00	0.97
11	2110357	MC	82	0.82	0.41	-0.65	0.02	0.78	0.68
12	2110358	MC	64	0.64	0.19	0.26	0.01	1.09	1.12
14	2110364	MC	86	0.86	0.23	-1.19	0.02	1.01	1.08
15	2110365	MC	54	0.54	0.09	0.76	0.01	1.20	1.27
16	2110367	MC	45	0.45	0.23	1.06	0.01	1.08	1.13
20	2110374	MC	34	0.34	0.19	1.37	0.01	1.06	1.12
21	3332927	SA	35	0.71	0.44	1.98	0.01	0.92	0.92
22	3177391	OE	29	1.15	0.51	1.76	0.01	0.97	0.96
23	3332838	SA	10	0.20	0.31	2.72	0.01	0.99	0.95
24	3332854	SA	26	0.51	0.40	1.76	0.01	1.02	1.04
25	3332851	SA	14	0.27	0.37	2.69	0.01	0.94	0.88
26	3176286	MC	91	0.91	0.34	-1.73	0.02	0.91	0.71
27	3170936	MC	33	0.33	0.29	1.63	0.01	1.01	1.07
28	3176409	MC	70	0.70	0.30	-0.17	0.02	1.01	1.00
29	3172143	MC	87	0.87	0.19	-1.28	0.02	1.03	1.17
30	3174256	MC	41	0.41	0.38	1.21	0.01	0.95	0.97
31	3171749	MC	91	0.91	0.21	-1.76	0.02	0.99	1.01
32	3172256	MC	75	0.75	0.37	-0.45	0.02	0.94	0.88
33	3177771	MC	81	0.81	0.32	-0.82	0.02	0.97	0.94
34	3170994	MC	68	0.68	0.28	-0.06	0.02	1.02	1.04
35	3171053	MC	73	0.73	0.39	-0.29	0.02	0.93	0.87
36	3171235	MC	55	0.55	0.25	0.57	0.01	1.07	1.08
37	3332850	SA	31	0.61	0.23	1.52	0.01	1.32	1.52
38	3332830	SA	30	0.59	0.43	2.13	0.01	0.94	0.92
41	3175158	MC	48	0.48	0.37	0.93	0.01	0.96	0.97
42	3171041	MC	88	0.88	0.39	-1.37	0.02	0.88	0.73
43	3175150	MC	74	0.74	0.37	-0.39	0.02	0.95	0.89
45	3332928	SA	25	0.50	0.35	2.69	0.01	0.99	0.99
46	3176176	MC	87	0.87	0.30	-1.31	0.02	0.95	0.93
47	3171428	MC	77	0.77	0.27	-0.55	0.02	1.02	1.05
48	3175238	MC	58	0.58	0.23	0.43	0.01	1.08	1.11
49	3175046	MC	71	0.71	0.15	-0.21	0.02	1.13	1.21
50	3173241	MC	52	0.52	0.30	0.73	0.01	1.02	1.04
51	3172540	MC	67	0.67	0.46	0.00	0.01	0.89	0.83
52	3172283	MC	56	0.56	0.25	0.53	0.01	1.07	1.09
53	3174264	MC	86	0.86	0.33	-1.19	0.02	0.94	0.86
54	3172259	MC	69	0.69	0.40	-0.09	0.02	0.94	0.88
55	3172158	MC	67	0.67	0.47	0.03	0.01	0.88	0.83
57	3332849	SA	35	0.71	0.42	1.55	0.01	0.98	0.98
58	3171557	OE	35	1.39	0.48	1.33	0.01	1.18	1.35
61	3171221	MC	73	0.73	0.44	-0.31	0.02	0.89	0.82
62	3171446	MC	64	0.64	0.34	0.14	0.01	0.98	0.97

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
63	3172254	MC	79	0.79	0.38	-0.71	0.02	0.92	0.85
64	3170274	MC	59	0.59	0.37	0.41	0.01	0.97	0.95

Table F.17 Item Statistics for Operational Items (English Grade 5 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2110764	MC	52	0.52	0.36	0.77	0.01	1.04	1.04
3	2110767	MC	65	0.65	0.44	0.51	0.01	0.91	0.86
4	2110768	MC	61	0.61	0.19	0.79	0.01	1.10	1.12
5	2110769	MC	51	0.51	0.38	1.27	0.01	0.96	0.95
7	2110771	MC	45	0.45	0.31	1.17	0.01	1.03	1.04
8	2110775	MC	69	0.69	0.42	0.64	0.01	0.85	0.81
10	2110779	MC	63	0.63	0.28	0.65	0.01	1.03	1.04
11	2110781	MC	91	0.91	0.28	-0.68	0.02	0.63	0.53
13	2110785	MC	57	0.57	0.16	1.11	0.01	1.12	1.15
22	3260572	OE	29	1.18	0.47	1.89	0.01	1.30	1.54
23	3332946	SA	36	0.71	0.52	1.86	0.01	0.89	0.87
24	3332945	SA	45	0.90	0.45	1.45	0.01	0.99	0.99
26	3172501	MC	29	0.29	0.32	2.26	0.02	0.98	1.05
27	3173993	MC	50	0.50	0.33	1.23	0.01	0.99	1.00
28	3170946	MC	63	0.63	0.35	0.65	0.01	0.97	0.95
29	3177802	MC	52	0.52	0.31	1.15	0.01	1.02	1.02
30	3172671	MC	31	0.31	0.32	2.17	0.01	0.98	1.04
31	3171688	MC	66	0.66	0.26	0.50	0.01	1.03	1.07
32	3174049	MC	74	0.74	0.35	0.05	0.02	0.94	0.91
33	3260560	MC	70	0.70	0.29	0.29	0.01	1.00	1.02
34	3171380	MC	48	0.48	0.34	1.33	0.01	0.99	0.99
35	3171619	MC	27	0.27	0.22	2.34	0.02	1.06	1.15
36	3171853	MC	65	0.65	0.40	0.56	0.01	0.93	0.90
37	3332949	SA	35	0.71	0.53	1.70	0.01	0.93	0.92
39	3173985	MC	61	0.61	0.45	0.73	0.01	0.89	0.85
42	3332951	SA	29	0.58	0.26	2.38	0.01	1.13	1.15
43	3177800	MC	44	0.44	0.39	1.50	0.01	0.95	0.95
44	3171844	MC	27	0.27	0.05	2.36	0.02	1.18	1.41
45	3171683	MC	40	0.40	0.31	1.68	0.01	1.01	1.03
46	3171495	MC	51	0.51	0.45	1.18	0.01	0.90	0.88
47	3176823	MC	68	0.68	0.42	0.39	0.01	0.91	0.85
48	3332947	SA	32	0.63	0.59	2.07	0.01	0.81	0.77
49	3332944	SA	61	1.22	0.40	0.75	0.01	1.01	1.04
50	3173992	MC	92	0.92	0.21	-1.43	0.02	0.97	0.95
51	3177799	MC	66	0.66	0.39	0.47	0.01	0.94	0.89
52	3174194	MC	87	0.87	0.35	-0.81	0.02	0.91	0.73
54	3171684	MC	60	0.60	0.31	0.79	0.01	1.00	1.01
55	3177791	MC	46	0.46	0.29	1.44	0.01	1.03	1.05
56	3171716	MC	48	0.48	0.30	1.35	0.01	1.02	1.03
57	3171373	MC	66	0.66	0.33	0.49	0.01	0.98	0.99

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
58	3286591	MC	60	0.60	0.40	0.79	0.01	0.94	0.91
59	3173780	MC	54	0.54	0.45	1.04	0.01	0.91	0.88
60	3171624	MC	66	0.66	0.41	0.51	0.01	0.92	0.88
61	3170245	MC	49	0.49	0.10	1.30	0.01	1.19	1.23
62	3289243	MC	51	0.51	0.22	1.18	0.01	1.09	1.10
63	3176169	OE	25	0.99	0.51	2.26	0.01	1.06	1.12
65	3171799	OE	47	1.89	0.42	1.36	0.01	1.18	1.18
66	3333037	SA	6	0.11	0.27	3.94	0.02	0.99	0.90

Table F.18 Item Statistics for Operational Items (English Grade 6 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
3	2111182	MC	51	0.51	0.19	1.14	0.01	1.18	1.21
4	2111185	MC	72	0.72	0.22	0.61	0.01	1.00	1.06
6	2111188	MC	77	0.77	0.16	0.25	0.02	1.05	1.17
7	2111189	MC	65	0.65	0.37	0.65	0.01	0.98	0.98
10	2111197	MC	84	0.84	0.26	-0.36	0.02	0.98	1.01
12	2111199	MC	75	0.75	0.39	0.66	0.01	0.82	0.78
13	2111200	MC	32	0.32	0.11	2.18	0.01	1.14	1.26
14	2111203	MC	31	0.31	0.23	2.07	0.01	1.01	1.09
15	2111205	MC	44	0.44	0.17	1.81	0.01	1.17	1.24
17	2111210	MC	42	0.42	0.21	1.47	0.01	1.12	1.15
18	2111212	MC	66	0.66	0.41	0.72	0.01	0.91	0.88
21	3333016	SA	46	0.91	0.50	1.61	0.01	0.96	0.96
23	3176896	SA	19	0.37	0.39	3.10	0.01	0.99	0.94
24	3173840	MC	58	0.58	0.43	1.07	0.01	0.92	0.89
25	3172127	MC	58	0.58	0.43	1.07	0.01	0.93	0.90
26	3332638	SA	10	0.20	0.37	3.32	0.01	0.94	0.81
27	3177437	MC	77	0.77	0.43	0.09	0.02	0.88	0.78
28	3173808	MC	91	0.91	0.32	-1.08	0.02	0.89	0.72
29	3176762	MC	62	0.62	0.39	0.90	0.01	0.95	0.92
30	3172513	MC	69	0.69	0.37	0.53	0.01	0.95	0.92
34	3176878	MC	62	0.62	0.41	0.88	0.01	0.94	0.91
36	3171742	MC	78	0.78	0.27	-0.03	0.02	1.02	1.00
37	3176112	MC	81	0.81	0.38	-0.21	0.02	0.90	0.84
38	3176267	MC	63	0.63	0.44	0.83	0.01	0.91	0.86
39	3332631	SA	51	1.01	0.49	1.41	0.01	1.00	1.00
40	3172645	MC	34	0.34	0.20	2.18	0.01	1.10	1.18
41	3176769	MC	35	0.35	0.18	2.18	0.01	1.12	1.25
42	3176837	MC	70	0.70	0.44	0.47	0.01	0.89	0.82
43	3176935	OE	17	0.69	0.51	2.95	0.01	0.92	0.93
44	3176111	MC	45	0.45	0.14	1.67	0.01	1.18	1.24
45	3176091	MC	64	0.64	0.29	0.78	0.01	1.05	1.03
46	3172721	SA	54	1.09	0.50	1.22	0.01	0.91	0.91
47	3173584	MC	83	0.83	0.40	-0.33	0.02	0.88	0.75
49	3176840	OE	26	1.03	0.50	2.48	0.01	1.06	1.08

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
50	3177390	MC	86	0.86	0.40	-0.60	0.02	0.86	0.68
52	3172512	MC	42	0.42	0.01	1.84	0.01	1.30	1.41
53	3171626	MC	33	0.33	0.36	2.23	0.01	0.96	1.01
54	3333015	SA	13	0.26	0.36	4.14	0.02	0.97	0.92
55	3174924	MC	91	0.91	0.39	-1.09	0.02	0.84	0.55
56	3176622	MC	65	0.65	0.38	0.74	0.01	0.95	0.92
58	3177487	MC	69	0.69	0.45	0.53	0.01	0.89	0.82
59	3172718	MC	59	0.59	0.32	1.01	0.01	1.01	1.02
60	3175569	MC	44	0.44	0.28	1.70	0.01	1.05	1.10
61	3332626	SA	28	0.56	0.47	2.56	0.01	0.92	0.91
62	3180522	MC	68	0.68	0.33	0.59	0.01	1.00	0.97
63	3173203	MC	66	0.66	0.44	0.67	0.01	0.89	0.86
64	3172115	MC	61	0.61	0.44	0.93	0.01	0.91	0.87

Table F.19 Item Statistics for Operational Items (English Grade 7 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
2	2111600	MC	80	0.80	0.35	0.09	0.02	0.93	0.87
8	2111609	MC	83	0.83	0.31	-0.15	0.02	0.96	0.95
13	2111616	MC	80	0.80	0.40	0.06	0.02	0.92	0.84
14	2111624	MC	30	0.30	0.18	2.61	0.01	1.13	1.26
15	2111625	MC	36	0.36	0.11	2.32	0.01	1.20	1.34
18	2111630	MC	42	0.42	0.32	2.37	0.01	1.11	1.19
21	3332679	SA	41	0.82	0.49	2.15	0.01	0.92	0.92
23	3332649	SA	6	0.11	0.38	4.33	0.02	0.83	0.57
24	3172545	MC	54	0.54	0.32	1.47	0.01	1.04	1.05
25	3177604	MC	87	0.87	0.33	-0.47	0.02	0.92	0.83
26	3177613	MC	59	0.59	0.41	1.21	0.01	0.95	0.92
27	3332660	SA	5	0.11	0.27	4.33	0.02	0.93	0.91
28	3172484	MC	51	0.51	0.30	1.59	0.01	1.06	1.08
30	3179957	MC	61	0.61	0.45	1.15	0.01	0.92	0.89
31	3172499	OE	23	0.91	0.55	2.90	0.01	1.01	1.00
33	3179506	MC	58	0.58	0.53	1.27	0.01	0.84	0.80
34	3323955	SA	46	0.92	0.44	1.79	0.01	1.15	1.19
35	3177458	MC	44	0.44	0.09	1.93	0.01	1.26	1.32
36	3179501	MC	58	0.58	0.43	1.29	0.01	0.93	0.91
37	3173802	MC	55	0.55	0.32	1.41	0.01	1.04	1.04
39	3176271	MC	69	0.69	0.31	0.74	0.01	1.01	1.04
40	3176138	MC	63	0.63	0.36	1.07	0.01	1.00	0.98
41	3264585	OE	24	0.96	0.41	2.88	0.01	1.26	1.27
42	3171882	MC	60	0.60	0.43	1.20	0.01	0.93	0.90
43	3172375	MC	62	0.62	0.38	1.08	0.01	0.97	0.96
44	3179617	MC	75	0.75	0.48	0.38	0.02	0.85	0.73
45	3332673	SA	9	0.18	0.32	3.83	0.01	0.96	0.96
46	3172571	MC	67	0.67	0.48	0.84	0.01	0.87	0.80
47	3172566	MC	49	0.49	0.36	1.71	0.01	1.00	1.02

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
48	3176146	MC	75	0.75	0.39	0.42	0.02	0.94	0.88
49	3172490	MC	45	0.45	0.39	1.86	0.01	0.97	0.98
51	3172456	MC	73	0.73	0.38	0.50	0.02	0.95	0.91
53	3172379	MC	73	0.73	0.43	0.53	0.02	0.91	0.83
54	3177512	MC	69	0.69	0.43	0.72	0.01	0.91	0.85
55	3176382	MC	46	0.46	0.38	1.86	0.01	0.98	0.99
56	3323417	SA	28	0.57	0.25	2.99	0.01	1.16	1.18
57	3174030	MC	60	0.60	0.46	1.17	0.01	0.90	0.87
58	3171969	MC	72	0.72	0.31	0.59	0.02	1.01	1.03
59	3179956	MC	36	0.36	0.22	2.34	0.01	1.11	1.20
60	3175604	OE	37	1.50	0.50	2.19	0.01	1.09	1.10
61	3176915	MC	84	0.84	0.37	-0.19	0.02	0.91	0.78
62	3176143	MC	66	0.66	0.42	0.89	0.01	0.93	0.89
63	3172716	MC	73	0.73	0.40	0.49	0.02	0.93	0.86
64	3172572	MC	64	0.64	0.41	1.01	0.01	0.94	0.91
65	3173217	MC	67	0.67	0.45	0.86	0.01	0.90	0.85
66	3332681	SA	65	1.29	0.46	0.97	0.01	0.97	0.97
67	3176080	MC	47	0.47	0.38	1.78	0.01	0.98	0.98
68	3177777	MC	46	0.46	0.21	1.83	0.01	1.14	1.17

Table F.20 Item Statistics for Operational Items (English Grade 8 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
3	2112020	MC	69	0.69	0.38	1.54	0.01	0.88	0.85
4	2112023	MC	45	0.45	0.36	2.19	0.01	0.97	0.98
5	2112025	MC	53	0.53	0.36	1.55	0.01	1.01	1.01
6	2112028	MC	36	0.36	0.27	2.63	0.01	1.05	1.09
8	2112034	MC	33	0.33	0.03	2.72	0.01	1.22	1.33
13	2112042	MC	70	0.70	0.38	0.87	0.01	0.98	0.93
15	2112045	MC	41	0.41	0.14	2.44	0.01	1.16	1.24
16	2112048	MC	37	0.37	0.22	2.52	0.01	1.07	1.10
18	2112052	MC	30	0.30	0.26	2.66	0.01	0.97	1.01
20	2112054	MC	65	0.65	0.25	1.26	0.01	1.04	1.09
21	3332831	SA	16	0.31	0.14	4.35	0.01	1.15	1.24
22	3179051	OE	26	1.06	0.49	3.25	0.01	1.04	1.01
23	3332826	SA	31	0.61	0.56	2.71	0.01	0.83	0.79
24	3177756	MC	48	0.48	0.44	2.05	0.01	0.90	0.89
25	3172730	MC	62	0.62	0.36	1.40	0.01	0.96	0.93
28	3172610	MC	44	0.44	0.35	2.21	0.01	0.98	0.99
30	3173568	MC	77	0.77	0.31	0.63	0.02	0.96	0.93
31	3177737	MC	37	0.37	0.27	2.55	0.01	1.04	1.05
33	3177742	MC	54	0.54	0.32	1.76	0.01	1.00	1.00
34	3172062	SA	28	0.55	0.40	3.02	0.01	1.01	0.97
35	3177746	MC	65	0.65	0.34	1.25	0.01	0.98	0.94
36	3179951	MC	50	0.50	0.42	1.93	0.01	0.92	0.90
38	3177431	MC	53	0.53	0.31	1.80	0.01	1.02	1.01

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
39	3332816	SA	23	0.46	0.42	3.38	0.01	0.95	0.91
40	3175539	MC	52	0.52	0.34	1.88	0.01	0.99	0.99
41	3173586	MC	36	0.36	0.30	2.61	0.01	1.01	1.03
42	3173205	MC	68	0.68	0.19	1.09	0.01	1.08	1.15
43	3179049	OE	39	1.56	0.55	2.80	0.01	0.89	0.88
44	3172161	MC	50	0.50	0.38	1.96	0.01	0.96	0.95
45	3171694	MC	80	0.80	0.35	0.44	0.02	0.92	0.86
46	3172775	MC	78	0.78	0.23	0.57	0.02	1.02	1.06
47	3171885	MC	77	0.77	0.37	0.60	0.02	0.92	0.84
48	3172469	MC	39	0.39	0.10	2.45	0.01	1.18	1.26
50	3172171	OE	40	1.61	0.51	2.34	0.01	1.09	1.07
51	3172086	MC	35	0.35	0.38	2.64	0.01	0.94	0.97
53	3172770	MC	48	0.48	0.48	2.05	0.01	0.88	0.86
55	3177721	MC	74	0.74	0.37	0.81	0.01	0.92	0.88
56	3177761	SA	61	1.23	0.43	1.49	0.01	0.98	1.00
57	3172036	MC	68	0.68	0.35	1.12	0.01	0.96	0.94
59	3172782	MC	55	0.55	0.32	1.73	0.01	1.00	1.00
60	3175590	MC	28	0.28	0.18	3.00	0.01	1.09	1.20
61	3172789	OE	15	0.58	0.39	3.49	0.01	1.10	1.14
62	3177782	MC	43	0.43	0.46	2.26	0.01	0.89	0.89
63	3172107	MC	45	0.45	0.25	2.17	0.01	1.06	1.08
64	3171883	SA	57	1.14	0.51	1.58	0.01	0.87	0.87
65	3177416	MC	56	0.56	0.29	1.66	0.01	1.03	1.02
66	3177725	MC	55	0.55	0.45	1.70	0.01	0.90	0.87
67	3172615	MC	57	0.57	0.42	1.63	0.01	0.92	0.89

Table F.21 Item Statistics for Operational Items (English Grade 9 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2112407	MC	85	0.85	0.26	0.73	0.02	0.84	0.85
2	2112408	MC	63	0.63	0.35	1.77	0.01	0.99	0.98
3	2112411	MC	23	0.23	0.08	3.71	0.02	1.16	1.55
5	2112415	MC	46	0.46	0.31	2.16	0.01	1.08	1.10
7	2112417	MC	48	0.48	0.21	2.39	0.01	1.14	1.17
8	2112418	MC	54	0.54	0.29	2.22	0.01	1.05	1.07
9	2112419	MC	67	0.67	0.47	1.54	0.01	0.87	0.80
11	2112421	MC	73	0.73	0.41	1.20	0.01	0.92	0.90
17	2112433	MC	41	0.41	0.23	2.80	0.01	1.12	1.17
18	2112440	MC	18	0.18	0.16	3.96	0.02	1.05	1.39
19	2112443	MC	28	0.28	0.28	3.64	0.02	1.11	1.31
21	3332810	SA	12	0.24	0.45	4.07	0.01	0.92	0.84
22	3176192	OE	13	0.53	0.52	4.14	0.01	0.99	0.93
23	3332807	SA	9	0.19	0.38	4.75	0.01	0.95	0.88
24	3172109	MC	88	0.88	0.39	0.13	0.02	0.83	0.58
25	3177434	MC	62	0.62	0.37	1.79	0.01	0.98	0.96
26	3172761	MC	60	0.60	0.15	1.93	0.01	1.17	1.26

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
28	3175807	MC	77	0.77	0.17	0.98	0.02	1.09	1.28
29	3176123	MC	82	0.82	0.43	0.62	0.02	0.83	0.68
30	3172885	OE	49	1.96	0.58	2.44	0.01	1.05	1.05
33	3171989	MC	36	0.36	0.25	3.03	0.01	1.09	1.15
34	3332811	SA	18	0.35	0.48	3.90	0.01	0.92	0.86
35	3172347	MC	31	0.31	0.23	3.28	0.01	1.09	1.27
36	3176120	MC	80	0.80	0.38	0.82	0.02	0.89	0.82
37	3176168	OE	18	0.72	0.56	3.57	0.01	1.03	0.96
38	3180525	MC	34	0.34	0.21	3.13	0.01	1.13	1.19
39	3172543	MC	33	0.33	0.23	3.20	0.01	1.10	1.22
41	3332815	SA	25	0.51	0.54	3.38	0.01	0.89	0.84
42	3171967	MC	47	0.47	0.34	2.52	0.01	1.02	1.04
43	3174009	MC	62	0.62	0.42	1.82	0.01	0.93	0.89
44	3175804	MC	77	0.77	0.28	0.97	0.02	0.98	1.09
45	3176073	MC	26	0.26	0.34	3.57	0.01	0.98	1.12
46	3175783	MC	58	0.58	0.41	2.00	0.01	0.94	0.92
47	3332827	SA	20	0.40	0.44	4.39	0.01	0.94	0.92
48	3173583	MC	52	0.52	0.36	2.29	0.01	0.99	0.99
49	3179505	MC	71	0.71	0.43	1.34	0.01	0.89	0.84
52	3177807	MC	65	0.65	0.42	1.64	0.01	0.92	0.88
53	3172491	MC	66	0.66	0.42	1.61	0.01	0.92	0.87
56	3175796	MC	62	0.62	0.37	1.83	0.01	0.97	0.98
57	3179950	MC	47	0.47	0.40	2.52	0.01	0.96	0.96
58	3172234	MC	53	0.53	0.42	2.25	0.01	0.94	0.94
59	3172370	OE	31	1.24	0.66	3.27	0.01	0.85	0.83
60	3173475	MC	55	0.55	0.20	2.14	0.01	1.14	1.19
61	3332804	SA	18	0.36	0.43	3.82	0.01	1.00	1.00
62	3175850	MC	58	0.58	0.55	1.98	0.01	0.81	0.77
63	3173482	MC	43	0.43	0.31	2.70	0.01	1.04	1.08
64	3173452	MC	62	0.62	0.45	1.82	0.01	0.90	0.87
65	3172489	MC	51	0.51	0.29	2.32	0.01	1.07	1.08

Table F.22 Item Statistics for Operational Items (Spanish Grade 3 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2120336	MC	69	0.69	0.41	-0.98	0.05	0.87	0.82
2	2120632	MC	54	0.54	0.39	-0.94	0.05	1.12	1.12
3	2120438	MC	31	0.31	0.27	0.16	0.05	0.99	1.00
4	2120531	MC	41	0.41	0.26	0.04	0.05	1.05	1.07
5	2120436	MC	48	0.48	0.35	-0.63	0.05	1.08	1.09
6	2120546	MC	44	0.44	0.40	-0.04	0.05	0.94	0.92
7	2120648	MC	79	0.79	0.33	-1.54	0.06	0.90	0.86
8	2120448	MC	46	0.46	0.51	-0.37	0.05	0.89	0.86
9	2120446	MC	67	0.67	0.25	-0.86	0.05	1.01	1.01
10	2120651	MC	67	0.67	0.32	-0.85	0.05	0.95	0.93
11	2120357	MC	69	0.69	0.31	-1.14	0.06	1.01	1.01

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
12	2120649	MC	65	0.65	0.43	-0.88	0.05	0.90	0.85
13	2120360	MC	37	0.37	0.29	0.20	0.05	1.01	1.01
14	2120654	MC	65	0.65	0.43	-0.63	0.05	0.86	0.84
15	2120655	MC	83	0.83	0.34	-1.95	0.07	0.93	0.82
16	2120363	MC	79	0.79	0.33	-1.02	0.05	0.79	0.74
17	2120468	MC	75	0.75	0.35	-0.76	0.05	0.84	0.80
18	2120469	MC	38	0.38	0.35	0.06	0.05	0.96	0.96
19	2120667	MC	64	0.64	0.23	-0.32	0.05	1.07	1.07
21	3332997	SA	33	0.66	0.56	0.42	0.03	0.89	0.85
22	3333014	SA	21	0.41	0.46	1.03	0.04	0.97	0.92
23	3184665	MC	43	0.43	0.20	0.13	0.05	1.12	1.15
24	3184642	MC	68	0.68	0.35	-1.08	0.05	0.97	0.92
26	3333004	SA	8	0.16	0.37	1.88	0.06	0.95	0.80
28	3184566	MC	34	0.34	0.04	0.54	0.05	1.24	1.33
29	3184646	MC	68	0.68	0.34	-1.06	0.05	0.97	0.95
30	3184600	MC	41	0.41	0.29	0.24	0.05	1.03	1.05
31	3184547	MC	33	0.33	0.13	0.63	0.05	1.15	1.27
32	3332894	SA	24	0.47	0.49	0.92	0.04	0.95	0.88
33	3333012	SA	15	0.29	0.44	1.17	0.04	0.95	0.88
34	3184612	MC	23	0.23	0.28	1.16	0.06	1.01	1.14
35	3184553	MC	72	0.72	0.33	-1.26	0.06	0.96	0.96
36	3332955	SA	30	0.59	0.51	0.47	0.03	0.98	0.87
37	3184648	MC	25	0.25	0.16	1.06	0.06	1.10	1.30
39	3287040	OE	32	1.28	0.63	0.68	0.02	0.91	0.86
40	3333021	SA	19	0.39	0.44	1.25	0.04	0.95	0.91
41	3184532	MC	38	0.38	0.09	0.34	0.05	1.20	1.29
42	3333013	SA	36	0.72	0.49	0.38	0.04	0.96	0.94
43	3184484	OE	36	1.45	0.51	0.33	0.02	1.17	1.21
44	3184606	MC	54	0.54	0.48	-0.38	0.05	0.88	0.85
45	3184535	MC	51	0.51	0.15	-0.24	0.05	1.15	1.19
47	3334706	SA	3	0.06	0.25	2.53	0.09	0.97	0.77
48	3184621	MC	67	0.67	0.37	-1.01	0.05	0.94	0.92
49	3184572	MC	76	0.76	0.25	-1.50	0.06	1.01	1.08
50	3184591	MC	59	0.59	0.24	-0.63	0.05	1.07	1.07
51	3184534	MC	36	0.36	0.25	0.46	0.05	1.06	1.12
52	3184594	MC	51	0.51	0.27	-0.27	0.05	1.06	1.09
53	3332952	SA	43	0.86	0.53	0.15	0.04	0.88	0.87
55	3177353	MC	29	0.29	0.27	0.80	0.06	1.03	1.07
56	3184644	MC	72	0.72	0.35	-1.25	0.06	0.94	0.91
57	3184563	MC	38	0.38	0.35	0.38	0.05	0.98	1.01
58	3332956	SA	5	0.10	0.33	1.98	0.07	0.97	0.63
59	3332915	SA	30	0.59	0.53	0.50	0.03	0.95	0.82
61	3184537	MC	45	0.45	0.28	0.03	0.05	1.05	1.07
62	3187359	MC	48	0.48	0.19	-0.12	0.05	1.12	1.14
63	3332888	SA	6	0.13	0.33	2.08	0.06	1.02	0.83
64	3332950	SA	25	0.49	0.51	0.81	0.04	0.92	0.86
65	3184640	MC	53	0.53	0.39	-0.34	0.05	0.95	0.94

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
66	3184567	MC	52	0.52	0.36	-0.27	0.05	0.98	0.98

Table F.23 Item Statistics for Operational Items (Spanish Grade 4 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2122159	MC	17	0.17	0.09	1.58	0.07	1.00	1.12
2	2121957	MC	52	0.52	0.38	-0.65	0.06	1.12	1.10
3	2122162	MC	70	0.70	0.22	-1.20	0.07	1.17	1.20
4	2122064	MC	28	0.28	0.12	1.09	0.07	1.12	1.25
5	2121869	MC	41	0.41	0.42	0.08	0.06	0.92	0.91
6	2122070	MC	71	0.71	0.41	-0.90	0.06	0.87	0.80
7	2121967	MC	53	0.53	0.31	-0.04	0.06	1.00	1.00
8	2121875	MC	73	0.73	0.30	-0.79	0.06	0.89	0.86
9	2122084	MC	47	0.47	0.34	-0.12	0.06	0.99	1.00
10	2122186	MC	63	0.63	0.39	-0.21	0.06	0.90	0.88
11	2121980	MC	71	0.71	0.40	-0.61	0.06	0.83	0.79
12	2122089	MC	38	0.38	0.27	0.52	0.06	1.02	1.04
13	2121884	MC	30	0.30	0.27	0.71	0.06	0.97	0.98
15	2121995	MC	65	0.65	0.23	-0.50	0.06	1.02	1.01
16	2121993	MC	70	0.70	0.22	-0.48	0.06	0.97	0.96
17	2122194	MC	50	0.50	0.29	0.04	0.06	1.01	1.02
18	2122200	MC	33	0.33	0.26	1.09	0.07	1.14	1.19
19	2122199	MC	26	0.26	0.30	1.18	0.07	0.99	0.98
20	2121897	MC	69	0.69	0.26	-0.21	0.06	0.98	0.96
21	3333041	SA	12	0.23	0.31	2.03	0.06	1.01	1.13
23	3302455	MC	47	0.47	0.21	0.13	0.06	1.08	1.10
24	3189239	MC	50	0.50	0.33	-0.01	0.06	0.99	0.98
25	3333026	SA	38	0.76	0.54	0.51	0.04	0.88	0.84
26	3302592	OE	10	0.38	0.46	2.33	0.05	0.94	0.84
28	3189213	MC	53	0.53	0.34	-0.11	0.06	0.98	0.97
29	3333234	SA	41	0.82	0.39	0.47	0.04	1.03	1.02
30	3302488	MC	27	0.27	0.14	1.12	0.07	1.11	1.20
31	3189214	MC	50	0.50	0.27	0.03	0.06	1.03	1.04
32	3333145	SA	11	0.22	0.52	2.38	0.06	0.82	0.65
33	3333237	SA	5	0.10	0.33	2.46	0.08	0.94	0.72
34	3189257	MC	48	0.48	0.35	0.12	0.06	0.97	0.96
35	3189274	MC	56	0.56	0.42	-0.25	0.06	0.91	0.89
36	3333045	SA	4	0.07	0.22	2.36	0.08	1.00	1.16
37	3333040	SA	34	0.69	0.64	0.60	0.04	0.75	0.69
38	3302521	MC	83	0.83	0.30	-1.69	0.08	0.95	0.86
39	3333036	SA	23	0.47	0.58	1.06	0.04	0.82	0.71
40	3189269	MC	29	0.29	0.18	1.00	0.06	1.09	1.18
42	3333033	SA	49	0.98	0.49	0.05	0.04	0.94	0.95
43	3189140	MC	26	0.26	0.18	1.17	0.07	1.08	1.18
45	3189206	MC	54	0.54	0.30	-0.18	0.06	1.00	1.00
46	3189158	MC	36	0.36	0.14	0.67	0.06	1.14	1.20

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
47	3333042	SA	9	0.19	0.36	2.15	0.06	0.98	0.83
48	3333035	SA	38	0.76	0.58	0.38	0.04	0.86	0.79
49	3204730	MC	34	0.34	0.30	0.74	0.06	1.01	1.04
50	3189282	MC	67	0.67	0.19	-0.75	0.06	1.08	1.11
51	3189179	MC	23	0.23	0.17	1.39	0.07	1.07	1.22
52	3189207	MC	39	0.39	0.25	0.53	0.06	1.05	1.07
53	3189262	MC	31	0.31	0.28	0.90	0.06	1.02	1.05
55	3189135	OE	46	1.82	0.61	0.23	0.03	0.89	0.88
56	3189152	MC	31	0.31	0.21	0.91	0.06	1.07	1.09
58	3189164	MC	39	0.39	0.29	0.54	0.06	1.02	1.06
59	3333046	SA	10	0.19	0.40	1.68	0.06	0.92	0.86
60	3333236	SA	4	0.07	0.26	2.52	0.09	0.96	0.77
61	3302428	MC	65	0.65	0.34	-0.69	0.06	0.96	0.93
62	3204741	MC	31	0.31	0.02	0.90	0.06	1.23	1.29
63	3189252	MC	52	0.52	0.19	-0.08	0.06	1.10	1.12
64	3333039	SA	40	0.80	0.57	0.35	0.04	0.87	0.81
65	3360980	SA	10	0.20	0.39	1.80	0.06	0.95	0.82
66	3189211	MC	67	0.67	0.16	-0.75	0.06	1.10	1.15
67	3189194	MC	71	0.71	0.41	-0.95	0.06	0.89	0.82

Table F.24 Item Statistics for Operational Items (Spanish Grade 5 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2121962	MC	55	0.55	0.33	-0.47	0.07	1.15	1.16
4	2121871	MC	45	0.45	0.27	0.74	0.07	1.06	1.09
6	2123541	MC	77	0.77	0.29	-0.65	0.08	0.83	0.80
8	2123695	MC	55	0.55	0.19	0.60	0.07	1.15	1.20
9	2121984	MC	55	0.55	0.27	0.40	0.07	1.04	1.04
10	2123621	MC	47	0.47	0.38	0.73	0.07	1.00	0.99
11	2123627	MC	37	0.37	0.42	0.93	0.07	0.92	0.89
12	2121883	MC	58	0.58	0.37	0.03	0.07	0.94	0.91
15	2123557	MC	26	0.26	0.06	1.53	0.08	1.19	1.34
16	2121888	MC	79	0.79	0.33	-1.18	0.09	0.92	0.87
18	2123491	MC	35	0.35	0.17	1.18	0.08	1.17	1.24
19	2122198	MC	30	0.30	0.25	1.18	0.08	1.02	1.04
21	3333548	SA	38	0.75	0.49	0.63	0.04	0.96	0.87
22	3333560	SA	44	0.88	0.44	0.85	0.07	0.87	0.86
24	3190436	MC	20	0.20	-0.11	1.79	0.09	1.23	1.51
25	3333541	SA	9	0.18	0.41	2.09	0.07	0.85	0.81
26	3190213	OE	23	0.90	0.53	1.68	0.04	0.91	0.89
27	3287730	MC	38	0.38	0.17	0.81	0.07	1.09	1.13
28	3190531	MC	47	0.47	0.30	0.38	0.07	1.00	0.99
30	3333559	SA	10	0.20	0.34	2.08	0.07	0.98	0.86
31	3190367	MC	28	0.28	0.10	1.29	0.08	1.12	1.19
32	3190534	MC	66	0.66	0.34	-0.46	0.07	0.95	0.93
33	3333549	SA	31	0.63	0.39	1.98	0.07	0.92	0.93

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
34	3190357	MC	34	0.34	0.34	0.99	0.07	0.96	0.99
35	3190555	MC	50	0.50	0.40	0.26	0.07	0.92	0.90
36	3190569	MC	65	0.65	0.29	-0.44	0.07	0.98	0.98
38	3460707	SA	9	0.17	0.41	2.02	0.07	0.90	0.65
39	3190511	MC	45	0.45	0.30	0.46	0.07	1.00	0.99
41	3190342	MC	41	0.41	0.37	0.68	0.07	0.94	0.92
42	3287743	OE	13	0.51	0.49	2.05	0.05	0.96	0.88
43	3333551	SA	22	0.44	0.52	1.37	0.05	0.84	0.75
44	3190363	MC	30	0.30	0.23	1.21	0.08	1.03	1.05
46	3190496	MC	28	0.28	0.30	1.32	0.08	0.97	0.99
47	3190553	MC	38	0.38	0.13	0.82	0.07	1.12	1.15
48	3190389	MC	50	0.50	0.16	0.28	0.07	1.10	1.14
49	3333550	SA	7	0.15	0.33	3.01	0.09	0.93	0.87
50	3333557	SA	19	0.39	0.49	1.46	0.05	0.88	0.75
51	3287664	MC	48	0.48	0.42	0.33	0.07	0.91	0.90
52	3287654	MC	75	0.75	0.30	-0.94	0.08	0.97	0.94
53	3190430	MC	34	0.34	0.10	0.98	0.07	1.13	1.17
54	3333544	SA	27	0.53	0.47	1.17	0.05	0.92	0.85
55	3460715	SA	36	0.73	0.50	0.68	0.04	0.94	0.89
56	3190547	MC	43	0.43	0.22	0.57	0.07	1.05	1.06
58	3190557	MC	49	0.49	-0.08	0.29	0.07	1.28	1.35
59	3333552	SA	41	0.82	0.52	0.52	0.04	0.91	0.86
60	3190211	OE	11	0.44	0.40	1.94	0.05	1.00	0.93
61	3190533	MC	23	0.23	0.26	1.61	0.08	0.99	1.04
62	3190369	MC	57	0.57	0.19	-0.06	0.07	1.07	1.10
63	3190554	MC	48	0.48	0.32	0.35	0.07	0.97	0.97
64	3334886	SA	7	0.14	0.21	2.50	0.09	1.04	1.14
65	3333558	SA	15	0.30	0.48	2.04	0.07	0.85	0.73
66	3190498	MC	70	0.70	0.26	-0.68	0.08	1.00	1.01
67	3190368	MC	46	0.46	0.35	0.45	0.07	0.96	0.96
68	3190586	MC	30	0.30	0.25	1.22	0.08	1.02	1.06
69	3333547	SA	17	0.35	0.44	1.65	0.06	0.92	0.85
70	3333542	SA	10	0.20	0.36	2.08	0.07	0.92	0.83
71	3190565	MC	47	0.47	0.15	0.41	0.07	1.11	1.14
72	3211699	MC	49	0.49	0.29	0.32	0.07	1.00	1.00
73	3190361	MC	34	0.34	0.34	1.01	0.07	0.96	1.00

Table F.25 Item Statistics for Operational Items (Spanish Grade 6 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2124985	MC	29	0.29	0.46	1.61	0.09	0.84	0.81
3	2124912	MC	51	0.51	0.20	0.53	0.08	1.04	1.07
4	2125142	MC	12	0.12	0.32	2.60	0.11	0.79	0.75
8	2124919	MC	38	0.38	0.41	0.85	0.08	0.90	0.89
10	2125005	MC	34	0.34	0.09	1.40	0.08	1.10	1.12
12	2125013	MC	41	0.41	0.06	1.05	0.08	1.13	1.16

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
13	2124934	MC	43	0.43	0.31	0.97	0.08	0.97	0.95
14	2125168	MC	48	0.48	0.33	1.28	0.08	1.06	1.05
15	2125171	MC	47	0.47	0.17	1.13	0.08	1.11	1.12
17	2130354	MC	52	0.52	0.07	1.07	0.08	1.20	1.22
19	2125174	MC	79	0.79	0.25	-0.16	0.09	0.80	0.75
20	2124951	MC	28	0.28	0.37	1.41	0.08	0.84	0.83
21	3340818	SA	5	0.11	0.39	3.33	0.12	0.89	0.67
22	3326068	SA	31	0.63	0.42	1.32	0.05	1.01	0.96
23	3190862	MC	26	0.26	0.11	1.87	0.09	1.10	1.16
24	3190111	MC	31	0.31	0.09	1.61	0.09	1.12	1.17
25	3190708	MC	55	0.55	0.33	0.55	0.08	0.94	0.94
27	3190228	OE	22	0.89	0.51	2.16	0.05	0.94	0.91
28	3190713	MC	23	0.23	0.19	2.09	0.10	1.04	1.05
30	3190719	MC	40	0.40	0.17	1.19	0.08	1.06	1.07
31	3326084	SA	5	0.10	0.35	2.83	0.10	0.96	0.60
32	3326069	SA	12	0.24	0.54	2.43	0.08	0.81	0.64
33	3190645	MC	34	0.34	0.09	1.50	0.09	1.13	1.18
34	3190774	MC	36	0.36	0.29	1.37	0.08	0.99	0.98
35	3190711	MC	42	0.42	0.26	1.12	0.08	1.01	1.01
36	3326079	SA	3	0.05	0.14	3.89	0.16	0.99	1.24
37	3190858	MC	28	0.28	0.28	1.77	0.09	0.99	1.00
38	3190816	MC	16	0.16	0.02	2.56	0.11	1.12	1.37
39	3190681	MC	25	0.25	0.09	1.91	0.09	1.11	1.17
41	3326080	SA	11	0.23	0.44	2.26	0.07	0.94	0.69
42	3190820	MC	49	0.49	0.32	0.79	0.08	0.96	0.95
43	3326076	SA	6	0.13	0.48	2.60	0.09	0.79	0.49
44	3190792	MC	45	0.45	0.23	0.99	0.08	1.03	1.04
45	3190225	OE	19	0.78	0.52	2.06	0.05	0.95	0.89
46	3326087	SA	12	0.23	0.51	2.77	0.08	0.82	0.72
47	3190686	MC	36	0.36	0.11	1.40	0.08	1.11	1.16
49	3190677	MC	52	0.52	0.29	0.65	0.08	0.98	0.97
50	3190841	MC	47	0.47	0.18	0.87	0.08	1.06	1.07
51	3190813	MC	33	0.33	0.16	1.50	0.09	1.07	1.08
52	3326073	SA	30	0.60	0.58	1.53	0.06	0.80	0.74
53	3326077	SA	6	0.11	0.19	3.32	0.11	1.04	1.13
54	3190682	MC	19	0.19	0.34	2.36	0.10	0.94	0.89
55	3190795	MC	41	0.41	0.01	1.14	0.08	1.17	1.20
56	3190800	MC	32	0.32	0.20	1.57	0.09	1.04	1.08
58	3326081	SA	23	0.46	0.58	1.74	0.06	0.80	0.69
59	3190835	MC	45	0.45	0.37	0.96	0.08	0.93	0.91
60	3190702	MC	18	0.18	0.29	2.39	0.10	0.97	0.95
61	3213230	MC	57	0.57	0.33	0.43	0.08	0.94	0.95
62	3326074	SA	6	0.11	0.31	3.26	0.11	0.96	0.87
63	3190231	OE	29	1.15	0.42	2.17	0.05	0.95	0.94
65	3190714	MC	38	0.38	0.16	1.30	0.08	1.07	1.10
66	3190738	MC	55	0.55	0.41	0.55	0.08	0.89	0.86
67	3326070	SA	7	0.15	0.45	2.75	0.09	0.88	0.60

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
68	3326078	SA	16	0.32	0.42	2.56	0.08	0.91	0.87
69	3190722	MC	31	0.31	0.26	1.62	0.09	1.01	1.04
70	3287888	MC	43	0.43	0.24	1.07	0.08	1.01	1.00
71	3190799	MC	37	0.37	0.13	1.35	0.08	1.10	1.12
72	3326072	SA	20	0.40	0.45	2.05	0.07	0.91	0.84
73	3326071	SA	10	0.20	0.40	2.36	0.08	0.98	0.75
74	3190839	MC	36	0.36	0.25	1.38	0.08	1.02	1.04
75	3190654	MC	38	0.38	0.22	1.30	0.08	1.03	1.03
76	3190712	MC	39	0.39	0.11	1.23	0.08	1.11	1.13

Table F.26 Item Statistics for Operational Items (Spanish Grade 7 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2130272	MC	36	0.36	0.36	0.87	0.08	0.94	0.93
2	2130425	MC	66	0.66	0.33	0.30	0.08	0.89	0.86
3	2130284	MC	21	0.21	0.16	1.99	0.09	0.94	0.99
4	2130424	MC	30	0.30	0.12	1.98	0.09	1.21	1.27
6	2125147	MC	46	0.46	0.32	0.74	0.08	0.97	0.95
7	2125081	MC	32	0.32	0.04	1.85	0.09	1.26	1.34
8	2130380	MC	83	0.83	0.26	-0.92	0.10	0.93	0.84
10	2130383	MC	33	0.33	0.26	1.31	0.08	0.96	0.95
11	2130300	MC	30	0.30	0.23	1.76	0.09	1.05	1.07
12	2130303	MC	27	0.27	0.13	1.72	0.09	1.03	1.05
13	2130302	MC	88	0.88	0.20	-1.31	0.12	0.96	0.86
14	2130306	MC	57	0.57	0.32	0.49	0.08	0.95	0.93
15	2125170	MC	35	0.35	0.35	1.36	0.08	0.92	0.91
18	2130359	MC	60	0.60	0.21	0.78	0.08	1.03	1.03
20	2130449	MC	36	0.36	0.35	1.67	0.09	1.03	1.02
21	3326093	SA	20	0.41	0.37	3.05	0.08	0.93	0.92
22	3326095	SA	5	0.10	0.25	3.12	0.11	0.98	1.12
23	3191002	MC	42	0.42	0.26	1.15	0.08	1.01	1.01
24	3190906	MC	20	0.20	0.30	2.27	0.10	0.96	1.01
25	3326106	SA	3	0.06	0.34	4.45	0.16	0.92	0.64
26	3191057	OE	25	1.00	0.49	1.91	0.04	0.94	0.93
28	3191003	MC	24	0.24	0.09	2.03	0.09	1.10	1.17
29	3326092	SA	7	0.14	0.48	3.16	0.10	0.84	0.60
30	3190297	OE	8	0.34	0.36	2.39	0.06	1.09	1.11
31	3190974	MC	42	0.42	0.29	1.14	0.08	0.99	0.99
32	3190939	MC	27	0.27	0.32	1.84	0.09	0.96	0.97
33	3326097	SA	5	0.10	0.38	2.90	0.10	0.88	0.60
34	3191009	MC	32	0.32	0.39	1.61	0.09	0.92	0.90
35	3190942	MC	24	0.24	-0.02	2.06	0.09	1.17	1.33
36	3191069	MC	52	0.52	0.35	0.68	0.08	0.92	0.92
38	3326089	SA	6	0.12	0.33	3.27	0.11	0.94	0.80
39	3191000	MC	29	0.29	0.28	1.74	0.09	0.98	1.03
40	3287177	MC	19	0.19	0.21	2.36	0.10	1.01	1.03

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
41	3326102	SA	16	0.31	0.34	2.25	0.07	1.02	0.91
42	3190306	OE	23	0.90	0.17	2.04	0.05	1.37	1.36
43	3191051	MC	28	0.28	0.09	1.83	0.09	1.10	1.16
44	3326094	SA	17	0.34	0.55	2.44	0.07	0.80	0.73
46	3191020	MC	24	0.24	0.34	2.04	0.09	0.95	0.95
47	3191071	MC	25	0.25	0.06	1.97	0.09	1.12	1.26
48	3190867	MC	37	0.37	0.36	1.37	0.08	0.93	0.93
50	3326107	SA	16	0.33	0.40	2.42	0.07	0.94	0.88
51	3190937	MC	48	0.48	0.25	0.86	0.08	1.00	1.00
52	3190872	MC	36	0.36	0.09	1.39	0.08	1.11	1.14
53	3190993	MC	39	0.39	0.22	1.30	0.08	1.03	1.04
54	3326105	SA	20	0.40	0.28	2.56	0.07	1.02	1.01
55	3326091	SA	17	0.34	0.19	2.24	0.07	1.14	1.19
57	3191012	MC	54	0.54	0.44	0.63	0.08	0.87	0.84
58	3287169	MC	42	0.42	0.26	1.14	0.08	1.00	1.01
59	3326096	SA	11	0.21	0.42	2.55	0.08	0.91	0.77
60	3190301	OE	19	0.77	0.51	1.94	0.05	0.95	0.90
61	3191080	MC	50	0.50	0.23	0.78	0.08	1.02	1.04
62	3190887	MC	32	0.32	0.21	1.58	0.08	1.04	1.04
63	3190910	MC	41	0.41	0.28	1.18	0.08	0.99	0.99
64	3326104	SA	14	0.28	0.26	2.46	0.07	1.06	1.04
65	3326098	SA	19	0.38	0.40	3.09	0.08	0.92	0.91
66	3191073	MC	33	0.33	0.19	1.54	0.08	1.05	1.07
67	3191023	MC	20	0.20	0.29	2.30	0.10	0.97	1.01
68	3190977	MC	76	0.76	0.27	-0.45	0.09	0.93	0.93
71	3190932	MC	31	0.31	0.16	1.69	0.09	1.07	1.08
72	3287156	MC	42	0.42	0.25	1.13	0.08	1.01	1.01
73	3190876	MC	39	0.39	0.27	1.28	0.08	1.00	1.00

Table F.27 Item Statistics for Operational Items (Spanish Grade 8 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
2	2127583	MC	32	0.32	0.13	2.38	0.09	1.27	1.38
3	2127309	MC	42	0.42	0.33	1.54	0.08	0.96	0.95
4	2128159	MC	55	0.55	0.33	1.20	0.08	0.96	0.95
7	2127881	MC	51	0.51	0.24	1.18	0.08	1.02	1.02
8	2130298	MC	22	0.22	0.07	2.61	0.10	1.12	1.25
9	2127603	MC	29	0.29	0.13	1.99	0.09	1.06	1.06
12	2129591	MC	36	0.36	0.34	2.07	0.09	1.04	1.05
13	2127329	MC	16	0.16	0.38	2.37	0.09	0.70	0.66
18	2125172	MC	32	0.32	0.18	2.57	0.10	1.37	1.52
19	2127625	MC	23	0.23	-0.11	2.26	0.09	1.16	1.28
20	2127621	MC	28	0.28	0.26	2.27	0.09	1.02	1.08
21	3341076	SA	16	0.32	0.34	3.32	0.08	0.97	0.93
22	3326110	SA	32	0.65	0.49	1.77	0.05	0.92	0.83
23	3191222	MC	56	0.56	0.28	0.93	0.08	1.00	1.01

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
24	3191130	MC	29	0.29	0.22	2.19	0.09	1.04	1.08
25	3326127	SA	7	0.13	0.42	3.05	0.09	0.90	0.52
26	3190320	OE	24	0.97	0.56	2.03	0.04	0.98	0.89
28	3191105	MC	18	0.18	0.19	2.88	0.11	1.02	1.16
29	3341086	SA	5	0.10	0.28	3.49	0.11	1.03	0.98
31	3191288	MC	55	0.55	0.35	0.98	0.08	0.95	0.95
32	3191276	MC	28	0.28	0.25	2.24	0.09	1.01	1.04
33	3326115	SA	12	0.23	0.25	4.68	0.10	1.01	1.02
34	3191137	MC	51	0.51	0.24	1.16	0.08	1.03	1.04
35	3191182	MC	53	0.53	0.27	1.03	0.08	1.01	1.00
36	3191218	MC	34	0.34	0.14	1.91	0.09	1.09	1.14
37	3190324	OE	64	2.58	0.51	0.75	0.04	0.82	0.86
38	3326124	SA	7	0.13	0.14	4.83	0.12	1.05	1.09
39	3191092	MC	61	0.61	0.28	0.70	0.08	1.00	0.99
40	3191089	MC	67	0.67	0.32	0.39	0.09	0.95	0.92
41	3326120	SA	19	0.38	0.51	2.52	0.07	0.85	0.75
42	3190317	OE	21	0.83	0.42	2.63	0.04	1.15	1.13
43	3191227	MC	48	0.48	0.18	1.28	0.08	1.07	1.08
44	3326125	SA	2	0.04	0.27	4.06	0.18	0.94	0.50
46	3288412	MC	64	0.64	0.15	0.53	0.09	1.09	1.10
47	3191196	MC	68	0.68	0.31	0.38	0.09	0.96	0.93
48	3191159	MC	12	0.12	0.16	3.33	0.12	1.03	1.15
49	3326112	SA	18	0.35	0.47	3.06	0.08	0.88	0.82
50	3326117	SA	7	0.15	0.44	3.26	0.10	0.87	0.60
51	3191093	MC	43	0.43	0.37	1.49	0.08	0.94	0.94
52	3191291	MC	36	0.36	0.07	1.83	0.09	1.15	1.20
53	3191277	MC	67	0.67	0.19	0.43	0.09	1.04	1.17
54	3191258	MC	41	0.41	0.24	1.59	0.08	1.03	1.03
55	3191226	MC	25	0.25	0.09	2.41	0.09	1.11	1.22
57	3326114	SA	6	0.12	0.30	3.67	0.11	0.95	0.87
58	3191295	MC	39	0.39	0.28	1.69	0.08	1.01	1.02
59	3191177	MC	21	0.21	0.20	2.62	0.10	1.02	1.09
60	3191149	MC	40	0.40	0.24	1.61	0.08	1.02	1.02
61	3341090	SA	11	0.23	0.54	3.01	0.08	0.79	0.60
62	3190319	OE	19	0.76	0.51	2.58	0.05	1.01	0.92
64	3191188	MC	57	0.57	0.21	0.86	0.08	1.05	1.05
65	3288415	MC	60	0.60	0.33	0.73	0.08	0.95	0.94
66	3326111	SA	41	0.83	0.54	1.56	0.06	0.84	0.83
67	3326118	SA	30	0.59	0.52	1.99	0.06	0.87	0.82
68	3191184	MC	51	0.51	0.32	1.14	0.08	0.97	0.96
69	3191225	MC	37	0.37	0.35	1.76	0.08	0.96	0.94
70	3191253	MC	50	0.50	0.18	1.19	0.08	1.07	1.08
72	3326121	SA	21	0.41	0.43	2.67	0.07	0.92	0.85
73	3191175	MC	32	0.32	0.19	2.03	0.09	1.05	1.06
74	3191254	MC	32	0.32	0.22	1.99	0.09	1.03	1.05
75	3191231	MC	50	0.50	0.39	1.19	0.08	0.92	0.91

Table F.28 Item Statistics for Operational Items (Spanish Grade 9 Math)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2129752	MC	58	0.58	0.18	0.79	0.08	1.06	1.07
3	2128620	MC	32	0.32	0.41	1.95	0.09	0.91	0.90
4	2128632	MC	47	0.47	0.31	1.29	0.08	0.97	0.97
5	2128633	MC	41	0.41	0.15	1.58	0.09	1.11	1.13
6	2129763	MC	26	0.26	0.09	1.95	0.09	1.04	1.08
7	2129766	MC	29	0.29	0.31	1.84	0.09	0.91	0.92
8	2128789	MC	35	0.35	0.27	1.88	0.09	1.04	1.04
9	2128792	MC	34	0.34	0.19	1.91	0.09	1.09	1.13
10	2128473	MC	66	0.66	0.33	0.79	0.08	0.89	0.86
11	2125165	MC	40	0.40	0.33	1.81	0.09	1.03	1.03
12	2129777	MC	34	0.34	0.29	2.02	0.09	1.05	1.07
14	2128800	MC	22	0.22	0.18	2.60	0.10	1.11	1.22
15	2123715	MC	27	0.27	0.22	1.96	0.09	0.97	0.97
17	2128646	MC	46	0.46	0.22	1.22	0.08	1.04	1.04
18	2128486	MC	30	0.30	0.08	2.19	0.09	1.22	1.28
19	2128649	MC	19	0.19	0.25	2.42	0.10	0.89	0.94
21	3326135	SA	9	0.18	0.37	3.36	0.10	0.97	0.92
22	3191417	MC	68	0.68	0.38	0.29	0.09	0.87	0.82
23	3191424	MC	23	0.23	0.00	2.49	0.10	1.20	1.32
25	3217756	OE	5	0.21	0.58	3.20	0.07	0.85	0.41
26	3191362	MC	29	0.29	0.27	2.12	0.09	1.01	1.02
28	3326132	SA	9	0.18	0.43	3.27	0.10	0.91	0.88
29	3217334	OE	8	0.30	0.56	3.59	0.07	0.87	0.68
30	3308033	SA	8	0.16	0.43	3.66	0.11	0.90	0.76
31	3191313	MC	35	0.35	0.15	1.83	0.09	1.11	1.17
32	3191528	MC	57	0.57	0.31	0.82	0.08	0.96	0.96
33	3191364	MC	31	0.31	0.18	2.04	0.09	1.08	1.15
34	3308031	SA	6	0.12	0.50	3.18	0.10	0.84	0.64
35	3308035	SA	6	0.12	0.57	3.22	0.10	0.77	0.36
36	3191427	MC	20	0.20	0.30	2.64	0.10	0.99	1.00
37	3190208	MC	53	0.53	0.22	1.01	0.08	1.04	1.06
38	3308026	SA	25	0.50	0.41	3.71	0.08	0.89	0.87
39	3191411	MC	30	0.30	0.12	2.07	0.09	1.12	1.17
41	3308025	SA	12	0.24	0.31	2.41	0.10	0.98	0.91
42	3191347	MC	68	0.68	0.28	0.29	0.09	0.95	0.96
44	3191298	MC	36	0.36	0.15	1.78	0.09	1.09	1.15
45	3191336	MC	35	0.35	0.34	1.80	0.09	0.96	0.95
46	3191395	MC	36	0.36	0.17	1.78	0.09	1.09	1.13
47	3326134	SA	21	0.43	0.36	2.69	0.07	1.00	0.96
48	3217709	OE	7	0.28	0.56	2.84	0.06	1.01	0.61
49	3191338	MC	39	0.39	0.12	1.62	0.09	1.11	1.14
50	3191354	MC	54	0.54	0.35	0.94	0.08	0.92	0.92
51	3191382	MC	53	0.53	0.31	0.98	0.08	0.96	0.95
52	3191349	MC	33	0.33	0.23	1.94	0.09	1.04	1.05
53	3191371	MC	36	0.36	0.18	1.78	0.09	1.07	1.10
55	3326129	SA	3	0.06	0.44	3.61	0.14	0.87	0.32

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
56	3191302	MC	36	0.36	0.32	1.78	0.09	0.97	0.96
57	3191329	MC	56	0.56	0.21	0.85	0.08	1.04	1.05
58	3307938	MC	40	0.40	0.37	1.56	0.09	0.93	0.91
59	3361008	SA	6	0.12	0.39	4.01	0.12	0.92	0.73
60	3308010	OE	1	0.06	0.47	4.26	0.16	0.74	0.34
61	3191312	MC	29	0.29	0.24	2.13	0.09	1.03	1.07
63	3191481	MC	29	0.29	0.31	2.12	0.09	0.98	0.99
64	3326130	SA	59	1.17	0.36	0.84	0.05	0.97	0.99
65	3308028	SA	7	0.14	0.30	3.06	0.10	1.19	0.86
66	3191406	MC	35	0.35	0.32	1.82	0.09	0.98	0.96
67	3191325	MC	44	0.44	0.31	1.39	0.08	0.97	0.96
68	3191401	MC	50	0.50	0.19	1.16	0.08	1.06	1.07
69	3308037	SA	13	0.26	0.46	2.66	0.08	0.97	0.71
70	3308029	SA	17	0.33	0.54	2.87	0.08	0.84	0.74
71	3191511	MC	30	0.30	0.03	2.07	0.09	1.19	1.27
72	3191410	MC	57	0.57	0.29	0.80	0.08	0.97	0.97
73	3191489	MC	66	0.66	0.31	0.42	0.09	0.93	0.92

Table F.29 Item Statistics for Operational Items (Spanish Grade 3 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2117760	MC	35	0.35	0.13	0.72	0.05	1.16	1.34
2	2117762	MC	61	0.61	0.35	-0.90	0.06	1.13	1.11
3	2117763	MC	94	0.94	0.30	-2.99	0.10	0.89	0.62
4	2117765	MC	92	0.92	0.34	-2.46	0.08	0.69	0.46
5	2117766	MC	79	0.79	0.39	-1.29	0.06	0.83	0.75
6	2120305	MC	58	0.58	0.21	-0.64	0.05	1.18	1.27
7	2120307	MC	32	0.32	0.25	0.65	0.05	1.01	1.08
8	2120309	MC	90	0.90	0.31	-1.81	0.07	0.65	0.56
9	2120306	MC	57	0.57	0.32	-0.45	0.05	1.04	1.04
10	2120311	MC	43	0.43	0.26	0.64	0.05	1.14	1.23
11	2120024	MC	36	0.36	0.09	1.17	0.06	1.43	1.79
12	2120023	MC	48	0.48	0.38	-0.09	0.05	0.97	0.96
13	2120026	MC	59	0.59	0.39	-0.15	0.05	0.95	0.96
14	2120028	MC	26	0.26	0.19	1.11	0.06	1.05	1.25
15	2120030	MC	36	0.36	0.44	0.40	0.05	0.87	0.89
16	2120319	MC	40	0.40	0.40	0.34	0.05	0.94	0.97
17	2120316	MC	51	0.51	0.26	-0.02	0.05	1.07	1.10
18	2120320	MC	60	0.60	0.42	-0.23	0.05	0.92	0.89
19	2120321	MC	62	0.62	0.46	-0.53	0.05	0.88	0.84
20	2120322	MC	47	0.47	0.35	-0.18	0.05	1.02	1.02
21	3188076	MC	71	0.71	0.45	-1.04	0.06	0.89	0.81
22	3336866	SA	45	0.90	0.57	0.18	0.03	0.88	0.84
23	3188079	MC	20	0.20	0.04	1.56	0.06	1.17	1.50
24	3188110	MC	56	0.56	0.36	-0.28	0.05	0.99	0.96
25	3336963	SA	34	0.67	0.56	0.61	0.03	0.87	0.85

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
26	3188112	MC	42	0.42	0.25	0.35	0.05	1.08	1.16
27	3188131	OE	37	1.46	0.48	0.62	0.03	1.12	1.12
28	3188080	MC	55	0.55	0.29	-0.25	0.05	1.05	1.05
29	3336970	SA	47	0.94	0.49	0.12	0.03	0.99	0.96
30	3188084	MC	51	0.51	0.39	-0.07	0.05	0.96	0.96
31	3336982	SA	38	0.75	0.44	0.63	0.04	0.98	0.96
32	3188114	MC	63	0.63	0.37	-0.63	0.05	0.97	0.94
33	3188132	OE	41	1.66	0.39	0.37	0.03	1.28	1.28
41	3188045	MC	37	0.37	0.37	0.62	0.05	0.97	0.99
42	3336988	SA	44	0.89	0.56	0.27	0.04	0.86	0.84
43	3188046	MC	71	0.71	0.38	-1.01	0.06	0.95	0.92
44	3188118	MC	69	0.69	0.46	-0.93	0.06	0.88	0.81
45	3336991	SA	36	0.71	0.44	0.68	0.04	0.98	0.98
46	3188125	MC	67	0.67	0.38	-0.83	0.05	0.95	0.92
47	3188066	OE	49	1.95	0.60	0.07	0.02	0.94	0.94
48	3268522	MC	64	0.64	0.30	-0.65	0.05	1.02	1.03
49	3351329	SA	7	0.14	0.26	2.16	0.06	1.02	1.03
50	3268515	MC	48	0.48	0.35	0.07	0.05	1.00	1.00
51	3268524	MC	42	0.42	0.32	0.38	0.05	1.01	1.04
52	3269112	OE	20	0.78	0.44	1.08	0.03	1.25	1.28
53	3268519	MC	60	0.60	0.29	-0.46	0.05	1.04	1.04
54	3351301	SA	30	0.60	0.55	1.00	0.04	0.85	0.82

Table F.30 Item Statistics for Operational Items (Spanish Grade 4 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2125803	MC	77	0.77	0.26	-0.66	0.07	0.91	0.89
2	2125805	MC	65	0.65	0.36	-0.57	0.06	1.07	1.04
3	2125808	MC	48	0.48	0.26	0.32	0.06	1.04	1.05
4	2125810	MC	39	0.39	0.34	0.63	0.06	0.95	0.94
5	2125811	MC	60	0.60	0.17	0.04	0.06	1.10	1.12
6	2125695	MC	47	0.47	0.04	0.23	0.06	1.24	1.29
7	2125693	MC	77	0.77	0.37	-1.11	0.07	1.05	0.99
8	2125696	MC	54	0.54	0.30	0.55	0.06	1.03	1.03
9	2125699	MC	63	0.63	0.15	-0.28	0.06	1.15	1.19
10	2125701	MC	34	0.34	0.25	1.14	0.06	1.02	1.08
11	2120295	MC	48	0.48	0.41	0.28	0.06	0.93	0.93
12	2120296	MC	64	0.64	0.35	-0.65	0.07	1.15	1.16
13	2120298	MC	58	0.58	0.35	-0.09	0.06	0.99	1.00
14	2120297	MC	66	0.66	0.37	-0.39	0.06	0.97	0.95
15	2120300	MC	86	0.86	0.38	-1.54	0.08	0.91	0.75
16	2122291	MC	33	0.33	0.28	1.61	0.07	1.19	1.30
17	2125647	MC	40	0.40	0.23	1.17	0.06	1.14	1.19
18	2125648	MC	42	0.42	0.23	0.89	0.06	1.07	1.13
19	2125651	MC	58	0.58	0.26	0.42	0.06	1.04	1.06
20	2125650	MC	48	0.48	0.23	0.92	0.06	1.15	1.19

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
21	3281199	MC	37	0.37	0.21	0.99	0.06	1.06	1.10
22	3351429	SA	47	0.94	0.52	0.53	0.04	0.88	0.87
23	3281196	MC	69	0.69	0.39	-0.49	0.06	0.93	0.89
24	3281201	MC	55	0.55	0.35	0.19	0.06	0.97	0.98
25	3351430	SA	40	0.79	0.54	0.91	0.04	0.84	0.82
26	3281202	MC	87	0.87	0.35	-1.64	0.08	0.92	0.78
27	3281248	OE	43	1.73	0.49	0.75	0.03	1.09	1.09
28	3189527	MC	69	0.69	0.37	-0.46	0.06	0.95	0.93
29	3340895	SA	45	0.89	0.44	0.66	0.04	0.97	0.96
30	3189535	MC	64	0.64	0.23	-0.22	0.06	1.07	1.06
31	3189574	MC	52	0.52	0.39	0.33	0.06	0.93	0.93
32	3340898	SA	38	0.76	0.41	0.94	0.04	0.99	1.00
33	3189549	MC	72	0.72	0.25	-0.66	0.07	1.03	1.04
34	3189484	OE	43	1.72	0.52	0.84	0.03	0.98	0.97
42	3189555	MC	38	0.38	0.29	0.95	0.06	1.00	1.05
43	3340899	SA	60	1.20	0.45	0.09	0.04	1.02	1.03
44	3189525	MC	75	0.75	0.25	-0.80	0.07	1.02	1.03
45	3340901	SA	46	0.92	0.41	0.59	0.04	1.00	0.99
46	3189572	MC	67	0.67	0.31	-0.35	0.06	1.00	0.99
47	3189486	OE	47	1.87	0.36	0.60	0.03	1.18	1.18
48	3281648	MC	34	0.34	0.16	1.16	0.06	1.09	1.17
49	3351441	SA	53	1.07	0.41	0.29	0.04	1.03	1.04
50	3281653	MC	54	0.54	0.41	0.22	0.06	0.92	0.92
51	3281645	MC	60	0.60	0.32	-0.03	0.06	0.99	0.98
52	3351442	SA	61	1.22	0.41	-0.35	0.05	0.94	0.94
53	3281650	MC	68	0.68	0.43	-0.40	0.06	0.91	0.87
54	3302355	OE	55	2.21	0.45	0.27	0.03	1.08	1.08

Table F.31 Item Statistics for Operational Items (Spanish Grade 5 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2123147	MC	71	0.71	0.33	-0.44	0.08	0.98	1.00
2	2123149	MC	38	0.38	0.26	1.15	0.07	1.05	1.14
3	2123151	MC	93	0.93	0.28	-1.66	0.11	0.59	0.45
4	2123156	MC	69	0.69	0.18	-0.35	0.08	1.11	1.23
5	2123152	MC	84	0.84	0.40	-1.37	0.10	0.92	0.77
6	2123279	MC	52	0.52	0.27	-0.02	0.07	1.21	1.25
7	2123282	MC	51	0.51	0.35	0.54	0.07	0.99	0.98
8	2123281	MC	51	0.51	0.28	0.11	0.07	1.15	1.19
9	2123280	MC	36	0.36	0.27	1.51	0.08	1.12	1.27
10	2123285	MC	40	0.40	0.09	0.76	0.07	1.21	1.26
11	2123407	MC	55	0.55	0.27	0.63	0.07	1.07	1.09
12	2123411	MC	47	0.47	0.20	1.10	0.07	1.20	1.27
13	2123412	MC	70	0.70	0.49	-0.36	0.08	0.84	0.78
14	2123415	MC	85	0.85	0.28	-0.99	0.09	0.80	0.77
15	2123416	MC	83	0.83	0.32	-0.69	0.08	0.78	0.76

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
16	2123191	MC	67	0.67	0.43	-0.20	0.08	0.91	0.88
17	2123188	MC	37	0.37	0.33	0.55	0.07	1.04	1.06
18	2123195	MC	45	0.45	0.35	0.62	0.07	1.00	1.00
19	2123194	MC	44	0.44	0.25	1.14	0.07	1.14	1.22
20	2123192	MC	37	0.37	0.09	1.49	0.08	1.29	1.53
21	3211648	MC	51	0.51	0.27	0.55	0.07	1.07	1.07
22	3337754	SA	25	0.51	0.52	1.91	0.06	0.85	0.84
23	3211658	MC	58	0.58	0.23	0.24	0.07	1.10	1.11
24	3211662	MC	48	0.48	0.29	0.67	0.07	1.05	1.07
25	3337761	SA	41	0.82	0.47	1.02	0.05	0.96	0.94
26	3211664	MC	60	0.60	0.49	0.14	0.07	0.87	0.84
27	3211605	OE	40	1.58	0.67	1.28	0.04	0.75	0.75
28	3211650	MC	71	0.71	0.26	-0.44	0.08	1.06	1.05
29	3337765	SA	52	1.04	0.48	0.47	0.06	0.93	0.94
30	3211651	MC	55	0.55	0.28	0.36	0.07	1.06	1.07
31	3211665	MC	77	0.77	0.37	-0.77	0.08	0.93	0.88
32	3337767	SA	52	1.04	0.48	0.45	0.06	0.91	0.91
33	3211667	MC	75	0.75	0.36	-0.68	0.08	0.95	0.94
34	3211693	OE	40	1.60	0.68	1.00	0.04	0.80	0.78
42	3350889	MC	28	0.28	0.23	1.68	0.08	1.05	1.22
43	3350898	SA	40	0.81	0.51	0.99	0.05	0.94	0.94
44	3350890	MC	55	0.55	0.37	0.34	0.07	0.98	0.97
45	3350891	MC	65	0.65	0.36	-0.14	0.08	0.97	0.98
46	3350896	MC	65	0.65	0.40	-0.11	0.08	0.95	0.90
47	3350897	SA	29	0.59	0.42	1.34	0.05	1.06	1.15
48	3350892	MC	55	0.55	0.37	0.34	0.07	0.98	0.98
49	3350899	OE	12	0.50	0.41	2.93	0.06	1.00	0.96
50	3281392	MC	52	0.52	0.40	0.50	0.07	0.95	0.96
51	3281459	SA	10	0.20	0.21	3.24	0.08	1.07	1.13
52	3281390	MC	70	0.70	0.39	-0.39	0.08	0.94	0.91
53	3281403	MC	30	0.30	0.11	1.53	0.08	1.17	1.31
54	3281393	MC	44	0.44	0.37	0.89	0.07	0.97	0.97
55	3281457	SA	33	0.67	0.40	2.79	0.07	0.95	0.94
56	3281398	MC	49	0.49	0.37	0.64	0.07	0.97	0.98
57	3281458	OE	17	0.69	0.46	2.23	0.05	1.05	1.01

Table F.32 Item Statistics for Operational Items (Spanish Grade 6 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2124637	MC	86	0.86	0.31	-0.90	0.12	1.07	0.94
2	2124641	MC	83	0.83	0.25	-0.29	0.10	0.91	0.91
3	2124644	MC	53	0.53	0.26	1.12	0.08	1.02	1.03
4	2124645	MC	67	0.67	0.29	0.20	0.09	1.12	1.14
5	2124646	MC	88	0.88	0.28	-0.32	0.10	0.71	0.65
6	2123127	MC	90	0.90	0.28	-0.90	0.12	0.79	0.72
7	2123128	MC	94	0.94	0.24	-1.35	0.14	0.74	0.72

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
8	2123134	MC	91	0.91	0.23	-0.90	0.12	0.78	0.77
9	2123131	MC	60	0.60	0.28	0.15	0.09	1.33	1.40
10	2123132	MC	63	0.63	0.20	0.08	0.09	1.36	1.41
11	2124537	MC	76	0.76	0.15	0.02	0.09	1.08	1.12
12	2124544	MC	61	0.61	0.40	0.27	0.09	1.14	1.10
13	2124542	MC	63	0.63	0.23	1.13	0.08	1.03	1.05
14	2124543	MC	44	0.44	0.22	1.04	0.08	1.10	1.13
15	2124538	MC	75	0.75	0.41	0.13	0.09	0.86	0.81
16	2124559	MC	54	0.54	0.23	0.68	0.08	1.14	1.17
17	2124560	MC	54	0.54	0.28	1.63	0.08	1.10	1.13
18	2124562	MC	80	0.80	0.25	0.37	0.09	0.84	0.80
19	2124566	MC	58	0.58	0.28	1.28	0.08	1.01	1.04
20	2124565	MC	43	0.43	0.10	1.77	0.08	1.18	1.21
21	3212404	MC	67	0.67	0.37	0.50	0.09	0.94	0.91
22	3336715	SA	67	1.34	0.29	0.40	0.06	1.08	1.09
23	3212421	MC	76	0.76	0.35	-0.03	0.10	0.94	0.88
24	3212422	MC	56	0.56	0.35	1.00	0.08	0.96	0.94
25	3336717	SA	58	1.15	0.26	0.77	0.07	1.08	1.08
26	3212458	MC	77	0.77	0.30	-0.07	0.10	0.98	0.94
27	3212425	OE	41	1.63	0.45	1.79	0.05	1.02	1.03
28	3281761	MC	63	0.63	0.37	0.64	0.08	0.94	0.92
29	3351346	SA	81	1.62	0.50	-0.29	0.07	0.85	0.79
30	3281764	MC	39	0.39	0.13	1.74	0.08	1.13	1.15
31	3281765	MC	70	0.70	0.25	0.35	0.09	1.03	1.06
32	3351356	SA	52	1.05	0.40	1.13	0.06	0.97	0.97
33	3281769	MC	47	0.47	0.31	1.37	0.08	0.98	0.99
34	3351444	OE	27	1.09	0.50	2.01	0.04	0.93	0.94
42	3336719	SA	32	0.64	0.45	2.23	0.07	0.90	0.90
43	3212403	MC	57	0.57	0.16	0.92	0.08	1.09	1.14
44	3212437	MC	60	0.60	0.29	0.80	0.08	1.00	1.00
45	3336721	SA	65	1.30	0.55	0.70	0.05	0.84	0.79
46	3212438	MC	42	0.42	0.22	1.61	0.08	1.04	1.07
47	3212436	MC	49	0.49	0.22	1.32	0.08	1.05	1.07
48	3212439	MC	75	0.75	0.36	0.04	0.09	0.94	0.89
49	3336723	OE	48	1.91	0.53	1.47	0.04	0.96	0.96
50	3336725	SA	38	0.76	0.35	1.78	0.06	1.04	1.04
51	3212441	MC	57	0.57	0.36	0.94	0.08	0.95	0.93
52	3212442	MC	55	0.55	0.25	1.06	0.08	1.03	1.05
53	3212443	MC	46	0.46	0.23	1.42	0.08	1.04	1.05
54	3336727	SA	24	0.49	0.43	2.27	0.06	0.92	0.83
55	3212472	MC	69	0.69	0.42	0.39	0.09	0.90	0.86
56	3212468	MC	73	0.73	0.38	0.18	0.09	0.94	0.87
57	3336728	OE	56	2.22	0.45	1.15	0.03	1.39	1.86

Table F.33 Item Statistics for Operational Items (Spanish Grade 7 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2124518	MC	86	0.86	0.25	-0.35	0.12	1.24	1.12
2	2124519	MC	72	0.72	0.37	0.17	0.10	1.49	1.44
3	2124520	MC	32	0.32	0.37	2.68	0.08	0.94	0.92
4	2124525	MC	59	0.59	0.13	1.14	0.08	1.27	1.44
5	2124526	MC	82	0.82	0.26	-0.37	0.12	1.63	1.66
6	2130646	MC	87	0.87	0.28	0.31	0.10	0.76	0.69
7	2130652	MC	79	0.79	0.38	0.90	0.09	0.77	0.69
8	2130653	MC	60	0.60	0.38	0.92	0.08	1.15	1.14
9	2130655	MC	75	0.75	0.29	0.70	0.09	1.02	1.03
10	2130656	MC	81	0.81	0.35	0.89	0.09	0.76	0.69
11	2130602	MC	94	0.94	0.20	-1.08	0.16	0.98	0.80
12	2130605	MC	51	0.51	0.17	2.04	0.08	1.10	1.13
13	2130606	MC	55	0.55	0.32	1.40	0.08	1.04	1.03
14	2130603	MC	26	0.26	0.15	2.77	0.08	1.00	0.99
15	2130612	MC	64	0.64	0.16	1.59	0.08	1.05	1.06
16	2130536	MC	74	0.74	0.42	1.47	0.08	0.80	0.75
17	2130544	MC	80	0.80	0.31	0.81	0.09	0.79	0.75
18	2130545	MC	77	0.77	0.37	0.97	0.08	0.78	0.73
19	2130541	MC	53	0.53	0.32	1.52	0.08	1.04	1.03
20	2130537	MC	80	0.80	0.25	0.77	0.09	0.85	0.82
21	3212650	MC	67	0.67	0.31	1.13	0.08	0.99	0.97
22	3212652	MC	55	0.55	0.38	1.69	0.08	0.94	0.92
23	3212700	MC	64	0.64	0.18	1.26	0.08	1.08	1.10
24	3212713	MC	42	0.42	0.35	2.21	0.08	0.95	0.97
25	3337375	SA	38	0.76	0.46	2.39	0.05	0.96	1.00
26	3212709	MC	21	0.21	0.23	3.27	0.09	1.00	1.11
27	3337406	SA	43	0.87	0.40	2.22	0.05	1.00	1.01
28	3212680	OE	46	1.82	0.57	2.09	0.03	0.96	1.01
29	3346928	MC	37	0.37	0.00	2.53	0.08	1.21	1.30
30	3346938	SA	25	0.49	0.45	3.03	0.06	0.90	0.87
31	3346934	MC	59	0.59	0.19	1.54	0.08	1.08	1.11
32	3346929	MC	64	0.64	0.39	1.35	0.08	0.92	0.89
33	3346939	SA	25	0.51	0.47	2.98	0.06	0.91	0.85
34	3346931	MC	48	0.48	0.30	2.01	0.08	0.99	0.99
35	3346925	MC	41	0.41	0.34	2.27	0.08	0.96	0.98
36	3346937	OE	42	1.68	0.56	2.31	0.04	0.93	0.92
45	3212702	MC	50	0.50	0.32	1.95	0.08	0.98	0.99
46	3337435	SA	72	1.45	0.45	1.13	0.05	0.93	0.92
47	3212704	MC	75	0.75	0.30	0.73	0.09	0.97	0.98
48	3212742	MC	68	0.68	0.38	1.06	0.08	0.92	0.89
49	3212701	MC	42	0.42	0.09	2.30	0.08	1.16	1.19
50	3337448	SA	65	1.30	0.46	1.42	0.05	0.94	0.93
51	3212705	MC	57	0.57	0.39	1.58	0.08	0.93	0.91
52	3337450	OE	41	1.64	0.42	2.12	0.04	1.13	1.19
53	3347329	MC	56	0.56	0.24	1.63	0.08	1.04	1.05
54	3347341	SA	34	0.69	0.32	3.48	0.08	0.98	0.98

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
55	3347331	MC	12	0.12	0.10	4.08	0.11	1.04	1.43
56	3347333	MC	36	0.36	0.20	2.58	0.08	1.07	1.09
57	3347336	MC	34	0.34	0.21	2.67	0.08	1.05	1.08
58	3347342	SA	32	0.64	0.44	2.69	0.05	0.95	0.96
59	3347335	MC	56	0.56	0.22	1.74	0.08	1.06	1.08
60	3369209	MC	11	0.11	-0.10	4.19	0.12	1.13	1.91
61	3347338	OE	37	1.47	0.48	2.25	0.03	1.08	1.10

Table F.34 Item Statistics for Operational Items (Spanish Grade 8 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2130855	MC	62	0.62	0.24	1.04	0.08	1.07	1.08
2	2130858	MC	60	0.60	0.41	1.36	0.08	0.91	0.88
3	2130856	MC	85	0.85	0.23	0.44	0.09	0.79	0.76
4	2130857	MC	86	0.86	0.33	-0.05	0.10	0.94	0.80
5	2130859	MC	55	0.55	0.10	0.94	0.08	1.33	1.43
6	2130935	MC	32	0.32	0.25	2.21	0.08	0.97	0.97
7	2130932	MC	78	0.78	0.33	0.56	0.09	0.87	0.82
8	2130938	MC	56	0.56	0.32	1.18	0.08	1.03	1.01
9	2130941	MC	78	0.78	0.24	0.67	0.09	0.90	0.89
10	2130942	MC	67	0.67	0.32	1.29	0.08	0.92	0.91
11	2130976	MC	72	0.72	0.51	0.80	0.09	0.82	0.75
12	2130979	MC	38	0.38	0.21	1.96	0.08	1.02	1.02
13	2130980	MC	68	0.68	0.34	0.85	0.08	0.99	0.95
14	2130982	MC	53	0.53	0.23	1.75	0.08	1.05	1.07
15	2130983	MC	60	0.60	0.38	0.97	0.08	1.02	1.00
16	2130902	MC	65	0.65	0.35	1.10	0.08	0.94	0.94
17	2130901	MC	64	0.64	0.40	1.43	0.08	0.88	0.86
18	2130904	MC	45	0.45	0.22	1.96	0.08	1.03	1.04
19	2130907	MC	54	0.54	0.24	1.91	0.08	1.05	1.05
20	2130908	MC	65	0.65	0.42	1.28	0.08	0.88	0.85
21	3212913	MC	64	0.64	0.33	1.04	0.08	0.97	0.97
22	3340912	SA	44	0.89	0.47	1.97	0.05	0.93	0.93
23	3212914	MC	47	0.47	0.27	1.86	0.08	1.00	1.01
24	3212983	MC	58	0.58	0.39	1.35	0.08	0.92	0.91
25	3212984	MC	62	0.62	0.30	1.21	0.08	0.99	0.98
26	3340916	SA	56	1.12	0.48	1.47	0.05	0.91	0.91
27	3212986	MC	41	0.41	0.01	2.14	0.08	1.18	1.23
28	3212932	OE	44	1.77	0.60	1.91	0.04	0.85	0.85
29	3212930	MC	57	0.57	0.29	1.41	0.08	0.99	0.98
30	3212904	MC	61	0.61	0.17	1.22	0.08	1.08	1.08
31	3341005	SA	42	0.84	0.20	2.09	0.06	1.19	1.21
32	3212977	MC	52	0.52	0.39	1.67	0.08	0.93	0.92
33	3212978	MC	71	0.71	0.31	0.79	0.09	0.97	0.94
34	3341006	SA	58	1.16	0.42	1.31	0.06	0.95	0.95
35	3212981	MC	81	0.81	0.23	0.10	0.10	1.00	1.02

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
36	3212979	MC	38	0.38	0.09	2.27	0.08	1.12	1.16
37	3212931	OE	45	1.82	0.47	1.89	0.04	1.03	1.03
46	3350930	MC	74	0.74	0.25	0.65	0.09	1.00	0.96
47	3350931	MC	74	0.74	0.34	0.63	0.09	0.95	0.95
48	3351015	SA	59	1.18	0.36	1.38	0.05	1.04	1.03
49	3350932	MC	73	0.73	0.25	0.64	0.09	1.01	1.00
50	3350933	MC	47	0.47	0.29	1.86	0.08	1.00	1.00
51	3351016	SA	30	0.61	0.42	3.06	0.07	0.92	0.91
52	3350937	MC	83	0.83	0.32	0.05	0.10	0.95	0.87
53	3350938	MC	49	0.49	0.28	1.74	0.08	0.99	0.99
54	3351013	OE	34	1.37	0.39	2.45	0.04	1.11	1.12
55	3281555	MC	64	0.64	0.12	1.10	0.08	1.11	1.12
56	3281554	MC	39	0.39	0.20	2.27	0.08	1.05	1.07
57	3281590	SA	79	1.59	0.16	0.28	0.07	1.18	1.22
58	3281560	MC	39	0.39	0.11	2.25	0.08	1.10	1.16
59	3281556	MC	73	0.73	0.31	0.61	0.09	0.97	0.95
60	3281589	SA	42	0.85	0.34	2.03	0.05	1.04	1.04
61	3281557	MC	17	0.17	0.00	3.47	0.10	1.10	1.36
62	3281558	MC	27	0.27	0.22	2.79	0.09	1.01	1.03
63	3281591	OE	78	3.12	0.54	0.81	0.04	0.89	0.86

Table F.35 Item Statistics for Operational Items (Spanish Grade 9 Reading)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2131590	MC	64	0.64	0.22	0.83	0.09	1.02	1.02
2	2131591	MC	66	0.66	0.09	1.05	0.08	1.06	1.08
3	2131593	MC	90	0.90	0.40	-0.75	0.13	0.76	0.62
4	2131595	MC	65	0.65	0.41	0.20	0.10	1.19	1.14
5	2131598	MC	59	0.59	0.07	1.11	0.08	1.11	1.14
6	2131594	MC	63	0.63	0.17	1.01	0.08	1.03	1.04
7	2131596	MC	39	0.39	0.20	1.56	0.08	1.02	1.04
8	2130999	MC	20	0.20	-0.05	2.87	0.10	1.12	1.50
9	2131000	MC	49	0.49	0.28	1.64	0.08	1.00	1.00
10	2131001	MC	17	0.17	0.07	2.82	0.10	0.91	1.02
11	2131003	MC	22	0.22	0.05	2.74	0.10	1.09	1.17
12	2131004	MC	41	0.41	0.28	1.40	0.08	0.99	0.98
13	2131007	MC	60	0.60	0.30	1.27	0.08	0.96	0.96
14	2131109	MC	46	0.46	0.09	1.50	0.08	1.11	1.16
15	2131110	MC	73	0.73	0.32	0.55	0.09	0.89	0.86
16	2131111	MC	50	0.50	0.33	1.44	0.08	0.95	0.97
17	2131112	MC	80	0.80	0.35	-0.11	0.10	0.94	0.86
18	2131115	MC	24	0.24	0.08	2.44	0.09	1.00	1.10
19	2131116	MC	31	0.31	0.16	2.12	0.09	1.00	1.05
20	2131118	MC	73	0.73	0.38	0.79	0.09	0.83	0.79
21	3212777	MC	45	0.45	0.30	1.61	0.08	0.97	0.99
22	3212751	MC	49	0.49	0.18	1.45	0.08	1.05	1.06

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
23	3337704	SA	47	0.95	0.37	1.50	0.05	1.00	1.03
24	3212836	MC	84	0.84	0.36	-0.37	0.11	0.90	0.85
25	3337708	SA	54	1.08	0.29	1.22	0.06	1.04	1.04
26	3212838	MC	52	0.52	0.29	1.30	0.08	0.98	0.97
27	3212840	MC	78	0.78	0.42	0.06	0.10	0.88	0.82
28	3212748	OE	30	1.18	0.50	2.65	0.05	0.86	0.86
29	3303198	MC	45	0.45	0.24	1.64	0.08	1.00	1.02
30	3303210	MC	65	0.65	0.36	0.73	0.09	0.94	0.93
31	3351347	SA	53	1.06	0.32	1.27	0.06	1.03	1.02
32	3303202	MC	38	0.38	0.32	1.93	0.08	0.95	0.95
33	3303204	MC	59	0.59	0.20	1.01	0.08	1.04	1.04
34	3351348	SA	69	1.38	0.36	0.39	0.07	0.96	0.96
35	3303211	MC	49	0.49	0.18	1.44	0.08	1.05	1.11
36	3303212	MC	62	0.62	0.37	0.87	0.09	0.93	0.92
37	3303238	OE	44	1.77	0.46	1.48	0.03	1.01	1.03
46	3212779	MC	81	0.81	0.36	-0.17	0.10	0.94	0.85
47	3212781	MC	65	0.65	0.15	0.75	0.09	1.07	1.09
48	3337723	SA	44	0.87	0.31	1.62	0.05	1.06	1.08
49	3212782	MC	91	0.91	0.41	-1.14	0.15	0.85	0.63
50	3212831	MC	80	0.80	0.44	-0.10	0.10	0.87	0.77
51	3337726	SA	47	0.94	0.35	1.52	0.06	1.00	1.01
52	3212833	MC	59	0.59	0.43	1.01	0.08	0.90	0.88
53	3212835	MC	34	0.34	0.13	2.12	0.09	1.06	1.11
54	3212807	OE	39	1.55	0.45	1.81	0.04	0.98	0.96
55	3347867	MC	12	0.12	-0.18	3.49	0.12	1.13	2.42
56	3347868	MC	37	0.37	0.16	1.98	0.08	1.05	1.12
57	3347884	SA	31	0.63	0.45	2.15	0.06	0.88	0.84
58	3347872	MC	32	0.32	0.18	2.21	0.09	1.03	1.05
59	3347886	SA	53	1.06	0.54	1.31	0.05	0.83	0.80
60	3347874	MC	49	0.49	0.20	1.46	0.08	1.04	1.03
61	3347879	MC	47	0.47	0.15	1.52	0.08	1.07	1.08
62	3347882	SA	15	0.62	0.38	2.19	0.06	0.95	0.93

Table F.36 Item Statistics for Operational Items (Spanish Grade 3 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305811	MC	91	0.91	0.21	-2.78	0.09	1.04	0.96
5	2305819	MC	62	0.62	0.22	-0.84	0.05	1.09	1.14
6	2305820	MC	52	0.52	0.24	-0.10	0.05	1.06	1.06
8	2305822	MC	28	0.28	0.14	0.98	0.06	1.13	1.28
10	2305825	MC	32	0.32	0.02	0.58	0.05	1.18	1.32
11	2305826	MC	64	0.64	0.28	-0.41	0.05	0.99	0.99
13	2305834	MC	65	0.65	0.29	-0.89	0.05	1.01	1.01
14	2305841	MC	52	0.52	0.10	-0.40	0.05	1.19	1.24
17	2305844	MC	38	0.38	0.21	0.72	0.05	1.18	1.26
19	2305846	MC	29	0.29	0.16	0.85	0.06	1.08	1.22

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
21	3337523	SA	55	1.09	0.50	-0.33	0.03	0.91	0.89
22	3187568	OE	17	0.67	0.37	1.94	0.04	1.01	1.05
23	3337524	SA	23	0.46	0.44	1.24	0.04	0.90	0.89
24	3337525	SA	12	0.23	0.33	1.78	0.05	0.95	0.97
25	3337526	SA	44	0.87	0.41	0.14	0.04	0.98	0.97
26	3187608	MC	82	0.82	0.38	-1.81	0.06	0.90	0.78
27	3187637	MC	50	0.50	0.25	-0.16	0.05	1.05	1.06
28	3187621	MC	74	0.74	0.39	-1.33	0.06	0.92	0.85
29	3198026	MC	42	0.42	0.11	0.22	0.05	1.16	1.23
30	3187603	MC	37	0.37	0.24	0.44	0.05	1.05	1.09
31	3287076	MC	49	0.49	0.35	-0.13	0.05	0.97	0.96
32	3187670	MC	68	0.68	0.35	-1.00	0.05	0.96	0.93
33	3203462	MC	45	0.45	0.28	0.07	0.05	1.02	1.02
34	3187596	MC	55	0.55	0.35	-0.39	0.05	0.97	0.96
35	3287047	MC	82	0.82	0.31	-1.84	0.06	0.95	0.88
36	3187639	MC	42	0.42	0.24	0.19	0.05	1.05	1.07
37	3337527	SA	32	0.64	0.45	0.62	0.04	0.93	0.92
38	3337528	SA	4	0.08	0.18	2.43	0.08	0.98	1.13
41	3187663	MC	69	0.69	0.36	-1.08	0.05	0.94	0.93
43	3187606	MC	61	0.61	0.34	-0.65	0.05	0.98	0.96
46	3287080	MC	72	0.72	0.33	-1.23	0.06	0.97	0.94
47	3197504	MC	87	0.87	0.40	-2.29	0.07	0.87	0.65
48	3187683	MC	64	0.64	0.34	-0.80	0.05	0.97	0.96
49	3187624	MC	40	0.40	0.35	0.29	0.05	0.96	0.97
50	3187617	MC	48	0.48	0.28	-0.06	0.05	1.02	1.03
51	3197589	MC	47	0.47	0.33	-0.04	0.05	0.99	0.99
52	3187633	MC	30	0.30	0.17	0.76	0.05	1.08	1.21
53	3287098	MC	76	0.76	0.31	-1.48	0.06	0.96	0.97
54	3187644	MC	68	0.68	0.40	-0.99	0.05	0.92	0.88
55	3287043	MC	81	0.81	0.35	-1.75	0.06	0.93	0.83
56	3187610	MC	55	0.55	0.45	-0.36	0.05	0.89	0.86
57	3337531	SA	6	0.12	0.23	2.30	0.07	0.99	0.97
58	3337532	SA	8	0.16	0.30	2.00	0.06	0.94	0.90
59	3187628	OE	12	0.49	0.39	1.53	0.03	1.03	1.05
62	3187634	MC	78	0.78	0.46	-1.54	0.06	0.85	0.73
63	3187619	MC	28	0.28	0.27	0.89	0.06	0.99	1.07
64	3203438	MC	67	0.67	0.27	-0.96	0.05	1.03	1.02

Table F.37 Item Statistics for Operational Items (Spanish Grade 4 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305851	MC	65	0.65	0.23	-0.67	0.06	1.02	1.04
2	2305852	MC	55	0.55	0.17	-0.19	0.06	1.08	1.10
4	2305856	MC	33	0.33	0.13	0.53	0.06	1.05	1.06
8	2305865	MC	28	0.28	0.06	0.76	0.06	1.05	1.09
12	2305869	MC	54	0.54	0.17	-0.12	0.06	1.07	1.09

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
13	2305870	MC	77	0.77	0.17	-1.28	0.07	1.03	1.11
16	2305880	MC	39	0.39	0.12	0.56	0.06	1.13	1.17
19	2305885	MC	56	0.56	0.09	0.13	0.06	1.16	1.20
20	2305889	MC	66	0.66	0.25	-0.43	0.06	0.97	0.95
21	3341109	SA	44	0.88	0.61	0.22	0.04	0.77	0.75
22	3208699	OE	38	1.53	0.68	0.30	0.02	0.71	0.70
23	3341104	SA	20	0.40	0.53	1.10	0.04	0.79	0.67
24	3341106	SA	44	0.88	0.60	0.22	0.04	0.77	0.75
25	3341107	SA	34	0.69	0.68	0.51	0.04	0.68	0.60
26	3189376	MC	84	0.84	0.19	-1.79	0.08	0.98	1.07
27	3189390	MC	18	0.18	0.06	1.63	0.07	1.09	1.32
28	3189427	MC	29	0.29	0.19	0.99	0.06	1.05	1.05
29	3189399	MC	82	0.82	0.20	-1.64	0.07	0.99	1.02
30	3208702	MC	25	0.25	0.07	1.20	0.07	1.11	1.22
31	3189395	MC	83	0.83	0.14	-1.67	0.07	1.04	1.10
32	3189437	MC	57	0.57	0.24	-0.31	0.06	1.03	1.02
33	3208705	MC	66	0.66	0.23	-0.71	0.06	1.02	1.03
34	3189400	MC	68	0.68	0.20	-0.79	0.06	1.03	1.08
35	3189430	MC	49	0.49	0.19	0.04	0.06	1.07	1.07
36	3189380	MC	45	0.45	0.20	0.24	0.06	1.06	1.05
37	3341108	SA	37	0.74	0.60	0.44	0.04	0.78	0.74
38	3341102	SA	47	0.94	0.66	0.11	0.04	0.71	0.68
41	3208710	MC	23	0.23	0.14	1.31	0.07	1.07	1.13
42	3189402	MC	82	0.82	0.26	-1.61	0.07	0.95	0.95
43	3208520	MC	63	0.63	0.22	-0.58	0.06	1.03	1.05
45	3341111	SA	53	1.05	0.63	-0.09	0.04	0.75	0.73
46	3189379	MC	84	0.84	0.23	-1.78	0.08	0.96	0.96
47	3189434	MC	62	0.62	0.20	-0.52	0.06	1.04	1.06
48	3187672	MC	41	0.41	0.08	0.40	0.06	1.14	1.18
49	3189403	MC	60	0.60	0.11	-0.44	0.06	1.11	1.16
50	3192052	MC	31	0.31	0.17	0.85	0.06	1.07	1.10
51	3189431	MC	33	0.33	0.19	0.80	0.06	1.05	1.08
52	3208695	MC	43	0.43	0.19	0.32	0.06	1.06	1.08
53	3189388	MC	75	0.75	0.27	-1.17	0.07	0.97	0.96
54	3189418	MC	56	0.56	0.22	-0.27	0.06	1.03	1.03
55	3191962	MC	43	0.43	0.20	0.30	0.06	1.06	1.06
57	3341114	SA	39	0.77	0.59	0.53	0.04	0.77	0.77
58	3189361	OE	39	1.56	0.60	0.29	0.02	0.86	0.88
61	3189383	MC	43	0.43	0.23	0.30	0.06	1.03	1.04
62	3189449	MC	60	0.60	0.20	-0.44	0.06	1.04	1.07
63	3189436	MC	47	0.47	0.32	0.15	0.06	0.97	0.97
64	3189365	MC	45	0.45	0.08	0.21	0.06	1.15	1.17

Table F.38 Item Statistics for Operational Items (Spanish Grade 5 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
---------	-----	-----------	---------	-----------	-----------------------	------------------	--------	-----------	------------

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
2	2305896	MC	45	0.45	0.18	0.62	0.07	1.04	1.03
6	2305904	MC	48	0.48	0.28	0.06	0.07	1.05	1.07
7	2305906	MC	39	0.39	0.14	1.25	0.07	1.18	1.24
13	2305919	MC	48	0.48	0.26	0.60	0.07	0.99	0.99
14	2305922	MC	76	0.76	0.05	-0.78	0.08	1.08	1.18
16	2305925	MC	42	0.42	0.25	0.94	0.07	1.03	1.03
20	2305930	MC	63	0.63	0.27	-0.13	0.07	0.97	0.96
22	3287816	OE	12	0.48	0.35	1.68	0.04	1.08	1.27
23	3338136	SA	21	0.43	0.50	1.50	0.05	0.82	0.73
24	3338139	SA	32	0.65	0.36	1.19	0.05	0.95	0.94
26	3191801	MC	35	0.35	0.03	1.10	0.07	1.12	1.17
27	3191710	MC	46	0.46	0.24	0.61	0.07	0.99	0.99
28	3191753	MC	50	0.50	0.31	0.40	0.07	0.96	0.95
29	3191750	MC	35	0.35	0.05	1.07	0.07	1.11	1.14
30	3191811	MC	15	0.15	0.03	2.21	0.09	1.07	1.24
31	3208874	MC	63	0.63	0.24	-0.17	0.07	0.98	0.99
32	3191712	MC	56	0.56	0.29	0.14	0.07	0.96	0.95
33	3287759	MC	58	0.58	0.33	0.08	0.07	0.94	0.92
34	3191718	MC	30	0.30	0.21	1.34	0.08	1.01	1.04
35	3191759	MC	29	0.29	0.07	1.39	0.08	1.09	1.13
36	3191698	MC	48	0.48	0.16	0.48	0.07	1.04	1.05
37	3338137	SA	21	0.41	0.34	1.34	0.05	0.99	1.00
39	3208875	MC	45	0.45	0.33	0.65	0.07	0.94	0.94
42	3338138	SA	13	0.27	0.26	2.38	0.07	0.98	0.96
43	3191747	MC	43	0.43	0.19	0.73	0.07	1.03	1.04
44	3191805	MC	61	0.61	0.15	-0.06	0.07	1.05	1.06
45	3191769	MC	25	0.25	0.18	1.60	0.08	1.02	1.05
46	3191740	MC	30	0.30	0.14	1.33	0.08	1.05	1.08
47	3208870	MC	57	0.57	0.35	0.09	0.07	0.93	0.91
48	3338246	SA	10	0.19	0.39	2.53	0.08	0.87	0.76
49	3338135	SA	42	0.85	0.49	0.70	0.05	0.84	0.82
50	3191709	MC	81	0.81	0.30	-1.09	0.09	0.91	0.85
51	3208856	MC	41	0.41	0.23	0.83	0.07	1.00	1.01
52	3191737	MC	72	0.72	0.36	-0.59	0.08	0.90	0.85
54	3191770	MC	40	0.40	0.18	0.83	0.07	1.03	1.03
55	3208886	MC	14	0.14	0.03	2.37	0.10	1.06	1.32
56	3191785	MC	35	0.35	0.17	1.06	0.07	1.04	1.06
57	3191717	MC	52	0.52	0.34	0.31	0.07	0.93	0.93
58	3287798	MC	32	0.32	0.29	1.24	0.07	0.96	0.95
59	3191713	MC	56	0.56	0.26	0.14	0.07	0.98	0.97
60	3191762	MC	43	0.43	0.24	0.73	0.07	1.00	1.01
61	3191708	MC	51	0.51	0.22	0.39	0.07	1.01	1.01
62	3287809	MC	56	0.56	0.19	0.17	0.07	1.03	1.03
63	3191538	OE	9	0.37	0.31	2.03	0.05	0.99	1.10
65	3191534	OE	46	1.84	0.40	0.53	0.03	1.07	1.07
66	3338250	SA	3	0.06	0.21	3.10	0.13	0.94	0.70

Table F.39 Item Statistics for Operational Items (Spanish Grade 6 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2305931	MC	83	0.83	0.22	-0.88	0.09	0.81	0.78
4	2305937	MC	82	0.82	0.17	-0.98	0.10	0.91	0.92
5	2305941	MC	30	0.30	0.16	1.34	0.09	1.04	1.08
8	2305946	MC	40	0.40	0.13	1.12	0.08	1.15	1.19
10	2305948	MC	51	0.51	0.31	0.21	0.08	0.97	0.96
14	2305956	MC	45	0.45	0.24	0.50	0.08	0.99	1.01
15	2305957	MC	36	0.36	-0.05	1.07	0.08	1.18	1.27
17	2305959	MC	16	0.16	0.07	1.95	0.10	0.95	1.05
20	2305968	MC	23	0.23	0.13	1.77	0.10	1.06	1.19
21	3340400	SA	15	0.31	0.24	1.85	0.07	1.00	1.08
23	3340403	SA	12	0.25	0.30	2.25	0.08	0.93	0.90
24	3211514	MC	53	0.53	0.35	0.32	0.08	0.93	0.92
25	3210762	MC	43	0.43	0.23	0.73	0.08	1.01	1.01
26	3340405	SA	4	0.08	0.19	2.91	0.12	0.94	0.94
27	3211493	MC	49	0.49	0.39	0.47	0.08	0.90	0.89
28	3210736	MC	79	0.79	0.36	-0.99	0.10	0.88	0.80
29	3210776	MC	40	0.40	0.23	0.89	0.08	1.00	1.00
30	3211509	MC	50	0.50	0.33	0.43	0.08	0.95	0.94
34	3211276	MC	43	0.43	0.19	0.71	0.08	1.03	1.06
36	3211516	MC	62	0.62	0.27	-0.08	0.08	0.96	0.97
37	3211528	MC	54	0.54	0.30	0.27	0.08	0.95	0.95
38	3191829	MC	51	0.51	0.28	0.41	0.08	0.98	0.98
39	3340544	SA	27	0.54	0.37	1.39	0.06	0.94	0.91
40	3211533	MC	26	0.26	0.13	1.57	0.09	1.05	1.06
41	3211545	MC	24	0.24	0.00	1.64	0.09	1.12	1.26
42	3211507	MC	42	0.42	0.23	0.79	0.08	1.01	1.02
43	3191550	OE	15	0.60	0.38	1.88	0.05	0.93	0.93
44	3191822	MC	36	0.36	0.05	1.07	0.08	1.12	1.12
45	3210775	MC	48	0.48	0.14	0.51	0.08	1.07	1.08
46	3340549	SA	47	0.95	0.40	0.53	0.05	0.92	0.91
47	3191861	MC	69	0.69	0.28	-0.42	0.09	0.96	0.94
49	3211536	OE	17	0.68	0.46	1.69	0.05	0.87	0.85
50	3210764	MC	62	0.62	0.38	-0.07	0.08	0.90	0.88
52	3210779	MC	32	0.32	0.05	1.25	0.09	1.11	1.19
53	3211548	MC	16	0.16	0.13	2.19	0.11	1.02	1.10
54	3340553	SA	10	0.21	0.34	2.47	0.09	0.90	0.80
55	3187647	MC	81	0.81	0.39	-1.06	0.10	0.86	0.73
56	3211529	MC	48	0.48	0.24	0.51	0.08	1.00	0.99
58	3210748	MC	57	0.57	0.29	0.13	0.08	0.96	0.97
59	3191828	MC	47	0.47	0.21	0.54	0.08	1.01	1.02
60	3191849	MC	27	0.27	-0.04	1.50	0.09	1.15	1.28
61	3340565	SA	7	0.15	0.25	2.31	0.09	0.95	0.89
62	3211281	MC	55	0.55	0.25	0.23	0.08	0.99	1.00
63	3210739	MC	59	0.59	0.41	0.07	0.08	0.89	0.86
64	3211479	MC	36	0.36	0.27	1.05	0.08	0.98	0.98

Table F.40 Item Statistics for Operational Items (Spanish Grade 7 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
3	2305976	MC	64	0.64	0.15	-0.01	0.08	1.02	1.04
4	2305980	MC	73	0.73	0.24	-0.44	0.09	0.93	0.90
9	2305989	MC	29	0.29	0.24	1.06	0.08	0.91	0.91
11	2305992	MC	36	0.36	0.16	1.23	0.08	1.09	1.14
21	3339105	SA	11	0.22	0.33	2.62	0.09	0.92	0.83
23	3339109	SA	9	0.18	0.24	2.92	0.09	0.99	0.94
24	3213275	MC	39	0.39	0.23	0.95	0.08	1.00	1.01
25	3213343	MC	65	0.65	0.32	-0.17	0.08	0.93	0.91
26	3191887	MC	47	0.47	0.18	0.60	0.08	1.03	1.04
27	3339118	SA	6	0.11	0.19	3.27	0.12	0.98	0.91
28	3213271	MC	38	0.38	0.14	0.99	0.08	1.06	1.07
30	3213235	MC	49	0.49	0.33	0.51	0.08	0.94	0.94
31	3191567	OE	8	0.33	0.41	2.27	0.06	0.88	0.73
33	3213333	MC	47	0.47	0.29	0.62	0.08	0.97	0.96
34	3339121	SA	21	0.43	0.30	1.48	0.06	1.01	0.98
35	3191907	MC	49	0.49	0.14	0.52	0.08	1.05	1.06
36	3213346	MC	58	0.58	0.23	0.14	0.08	1.00	1.00
37	3191926	MC	34	0.34	0.07	1.19	0.08	1.10	1.13
39	3191937	MC	68	0.68	0.27	-0.32	0.08	0.95	0.95
40	3191924	MC	56	0.56	0.26	0.24	0.08	0.98	0.97
41	3287322	OE	15	0.62	0.38	1.86	0.05	1.01	0.95
42	3191888	MC	41	0.41	0.29	0.87	0.08	0.97	0.97
43	3213242	MC	52	0.52	0.26	0.39	0.08	0.98	0.97
44	3213466	MC	32	0.32	0.28	1.27	0.08	0.97	0.95
45	3339115	SA	8	0.17	0.29	2.67	0.09	0.94	0.82
46	3213295	MC	31	0.31	0.25	1.34	0.08	0.98	0.98
47	3213293	MC	30	0.30	0.14	1.39	0.09	1.04	1.14
48	3213329	MC	62	0.62	0.22	-0.02	0.08	0.99	1.00
49	3191877	MC	27	0.27	0.12	1.51	0.09	1.06	1.09
51	3213248	MC	63	0.63	0.24	-0.07	0.08	0.99	0.98
53	3191910	MC	47	0.47	0.37	0.62	0.08	0.92	0.90
54	3191868	MC	32	0.32	0.15	1.26	0.08	1.05	1.07
55	3191929	MC	24	0.24	0.13	1.68	0.09	1.05	1.08
56	3339132	SA	19	0.38	0.29	1.74	0.06	0.99	0.92
57	3213444	MC	22	0.22	0.23	1.81	0.09	0.98	1.06
58	3191903	MC	54	0.54	0.24	0.29	0.08	0.99	0.98
59	3213449	MC	30	0.30	0.14	1.37	0.09	1.05	1.08
60	3213330	OE	29	1.16	0.31	1.44	0.04	1.06	1.06
61	3213336	MC	73	0.73	0.30	-0.57	0.09	0.94	0.89
62	3192076	MC	45	0.45	0.19	0.68	0.08	1.02	1.03
63	3191871	MC	67	0.67	0.30	-0.27	0.08	0.94	0.92
64	3191902	MC	39	0.39	0.24	0.97	0.08	1.00	1.00
65	3191882	MC	43	0.43	0.30	0.78	0.08	0.96	0.95
66	3339136	SA	52	1.04	0.43	0.41	0.05	0.88	0.87
67	3192104	MC	28	0.28	0.09	1.47	0.09	1.08	1.11
68	3213356	MC	38	0.38	0.24	1.01	0.08	0.99	1.00

Table F.41 Item Statistics for Operational Items (Spanish Grade 8 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
2	2306012	MC	53	0.53	0.16	0.07	0.08	1.12	1.15
7	2306020	MC	23	0.23	0.18	1.37	0.09	0.87	0.86
13	2306037	MC	51	0.51	0.10	0.97	0.08	1.14	1.17
17	2306043	MC	19	0.19	0.08	2.16	0.10	1.07	1.12
18	2306046	MC	20	0.20	-0.01	2.11	0.10	1.14	1.25
21	3341668	SA	6	0.11	0.11	4.05	0.12	1.01	1.08
22	3216295	OE	23	0.91	0.33	1.68	0.04	1.05	1.05
23	3341675	SA	14	0.28	0.49	2.01	0.07	0.82	0.65
24	3216222	MC	64	0.64	0.21	-0.01	0.08	0.99	0.98
25	3191945	MC	53	0.53	0.24	0.46	0.08	0.98	0.97
28	3216189	MC	46	0.46	0.16	0.75	0.08	1.03	1.03
30	3191983	MC	58	0.58	0.25	0.24	0.08	0.97	0.96
31	3191991	MC	16	0.16	0.14	2.35	0.11	1.02	1.07
33	3192023	MC	59	0.59	0.30	0.22	0.08	0.94	0.92
34	3341696	SA	32	0.65	0.40	1.36	0.06	0.90	0.88
35	3191995	MC	34	0.34	0.03	1.31	0.08	1.10	1.17
36	3216311	MC	40	0.40	0.27	1.00	0.08	0.97	0.97
38	3192004	MC	34	0.34	0.17	1.30	0.08	1.02	1.01
39	3341723	SA	14	0.28	0.25	2.35	0.08	0.99	0.97
40	3216314	MC	36	0.36	0.07	1.21	0.08	1.08	1.09
41	3192005	MC	21	0.21	0.17	1.97	0.10	1.01	1.03
42	3216307	MC	64	0.64	0.11	-0.02	0.08	1.05	1.05
43	3216322	OE	33	1.30	0.53	1.42	0.04	0.83	0.78
44	3192012	MC	23	0.23	0.21	1.84	0.09	1.00	1.00
45	3192044	MC	49	0.49	0.35	0.63	0.08	0.93	0.92
46	3192069	MC	72	0.72	0.14	-0.40	0.09	1.02	1.01
47	3216321	MC	70	0.70	0.36	-0.31	0.09	0.89	0.84
48	3192020	MC	44	0.44	-0.03	0.85	0.08	1.14	1.18
50	3191603	OE	33	1.33	0.35	1.12	0.04	1.07	1.04
51	3191948	MC	24	0.24	0.10	1.80	0.09	1.05	1.11
53	3192060	MC	57	0.57	0.31	0.32	0.08	0.94	0.92
55	3191984	MC	52	0.52	0.30	0.50	0.08	0.95	0.94
56	3341734	SA	47	0.94	0.35	0.74	0.06	0.93	0.93
57	3216306	MC	65	0.65	0.29	-0.07	0.08	0.94	0.93
59	3191953	MC	42	0.42	0.20	0.94	0.08	1.01	1.02
60	3216318	MC	26	0.26	0.02	1.67	0.09	1.10	1.21
61	3191608	OE	18	0.70	0.40	1.72	0.04	0.95	0.92
62	3216323	MC	23	0.23	0.24	1.88	0.10	0.98	0.99
63	3216312	MC	39	0.39	0.04	1.05	0.08	1.10	1.13
64	3341741	SA	29	0.59	0.44	1.53	0.06	0.87	0.84
65	3191999	MC	46	0.46	0.10	0.78	0.08	1.06	1.08
66	3191994	MC	36	0.36	0.23	1.18	0.08	0.99	0.99
67	3216317	MC	45	0.45	0.33	0.82	0.08	0.93	0.93

Table F.42 Item Statistics for Operational Items (Spanish Grade 9 Science)

Item No	CID	Item Type	P-Value	Item Mean	Item-Test Correlation	Rasch Difficulty	STDERR	MS. Infit	MS. Outfit
1	2306211	MC	64	0.64	0.20	-0.26	0.09	1.18	1.19
7	2306225	MC	33	0.33	0.23	1.40	0.09	0.98	0.97
9	2306228	MC	22	0.22	-0.15	2.03	0.10	1.18	1.32
10	2306229	MC	47	0.47	0.30	1.01	0.08	0.97	0.97
11	2306231	MC	17	0.17	-0.02	2.49	0.11	1.15	1.36
12	2306237	MC	37	0.37	0.09	1.82	0.09	1.33	1.41
14	2306239	MC	35	0.35	0.22	1.55	0.09	1.05	1.06
15	2306241	MC	25	0.25	0.15	1.45	0.09	0.91	0.92
19	2306248	MC	21	0.21	-0.01	2.29	0.10	1.22	1.35
21	3338025	SA	2	0.05	0.18	3.82	0.17	0.95	0.80
22	3191679	OE	5	0.19	0.30	2.94	0.09	0.92	0.84
23	3338028	SA	4	0.08	0.18	3.79	0.14	0.97	0.84
24	3191972	MC	79	0.79	0.35	-0.64	0.10	0.89	0.81
25	3216795	MC	41	0.41	0.20	1.13	0.08	1.01	1.01
26	3216724	MC	39	0.39	0.04	1.21	0.08	1.10	1.13
28	3192127	MC	60	0.60	0.01	0.30	0.08	1.11	1.15
29	3192139	MC	72	0.72	0.24	-0.27	0.09	0.95	0.96
30	3216856	OE	36	1.44	0.47	1.18	0.04	0.88	0.88
33	3192130	MC	23	0.23	0.08	2.02	0.10	1.05	1.16
34	3338050	SA	7	0.14	0.29	3.05	0.10	0.92	0.78
35	3192149	MC	21	0.21	-0.01	2.14	0.10	1.09	1.29
36	3189444	MC	67	0.67	0.32	-0.01	0.09	0.92	0.89
37	3191683	OE	5	0.21	0.29	2.61	0.07	0.92	0.82
38	3216839	MC	21	0.21	0.11	2.10	0.10	1.04	1.08
39	3216746	MC	30	0.30	0.19	1.64	0.09	1.01	1.02
41	3338053	SA	16	0.32	0.42	2.35	0.08	0.86	0.77
42	3216802	MC	22	0.22	0.13	2.04	0.10	1.02	1.14
43	3191721	MC	58	0.58	0.30	0.37	0.08	0.94	0.94
44	3192135	MC	74	0.74	0.26	-0.38	0.09	0.94	0.93
45	3192097	MC	25	0.25	0.08	1.89	0.09	1.06	1.14
46	3192132	MC	59	0.59	0.22	0.33	0.08	0.99	0.99
47	3338055	SA	11	0.22	0.27	2.98	0.09	0.95	0.89
48	3192083	MC	43	0.43	0.26	1.03	0.08	0.97	0.97
49	3216870	MC	55	0.55	0.37	0.50	0.08	0.90	0.88
52	3216793	MC	42	0.42	0.30	1.05	0.08	0.95	0.94
53	3191696	MC	47	0.47	0.23	0.87	0.08	0.99	0.99
56	3192146	MC	38	0.38	0.29	1.25	0.09	0.96	0.95
57	3216766	MC	35	0.35	0.18	1.38	0.09	1.02	1.04
58	3192131	MC	26	0.26	0.09	1.81	0.09	1.05	1.08
59	3191685	OE	21	0.86	0.48	1.93	0.04	0.84	0.80
60	3192103	MC	37	0.37	0.09	1.30	0.09	1.07	1.10
61	3338059	SA	6	0.12	0.21	2.88	0.11	0.94	1.00
62	3192100	MC	34	0.34	0.30	1.44	0.09	0.95	0.93
63	3216761	MC	33	0.33	0.07	1.44	0.09	1.08	1.13
64	3192073	MC	46	0.46	0.29	0.89	0.08	0.95	0.95
65	3216857	MC	47	0.47	0.20	0.85	0.08	1.01	1.01

